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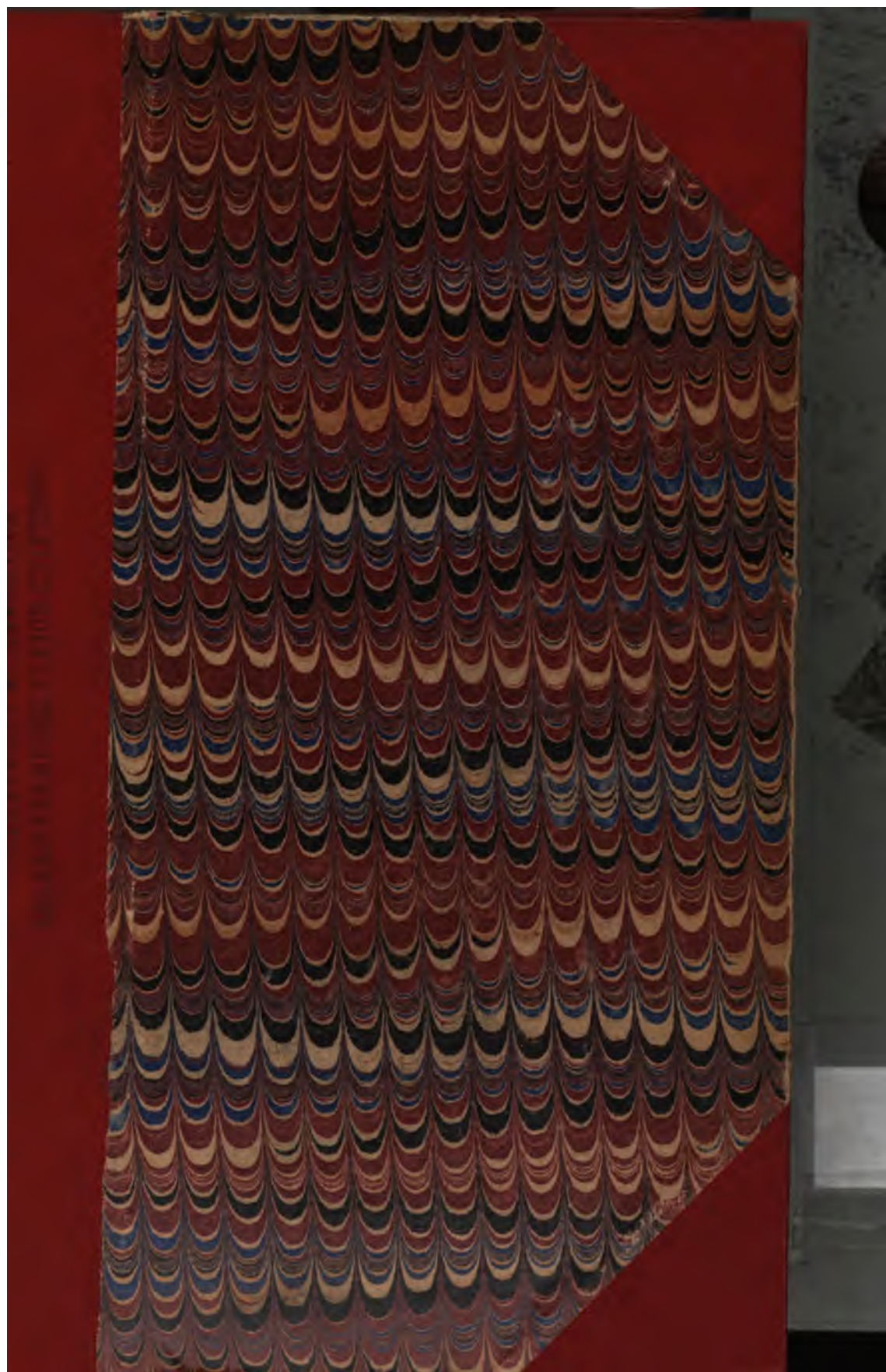
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**DEPARTMENT OF EDUCATION  
LELAND STANFORD JUNIOR UNIVERSITY**





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DEPARTMENT OF EDUCATION, 41-52  
LELAND STANFORD JUNIOR UNIVERSITY  
SANTA CLARA CO., CALIF.



**PUBLIC  
SCHOOLS**



ANNUAL REPORT

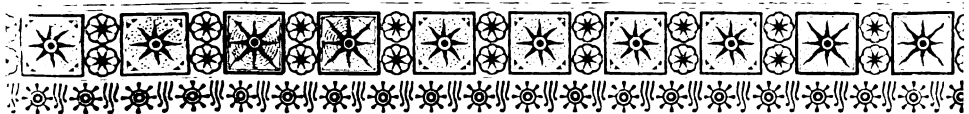
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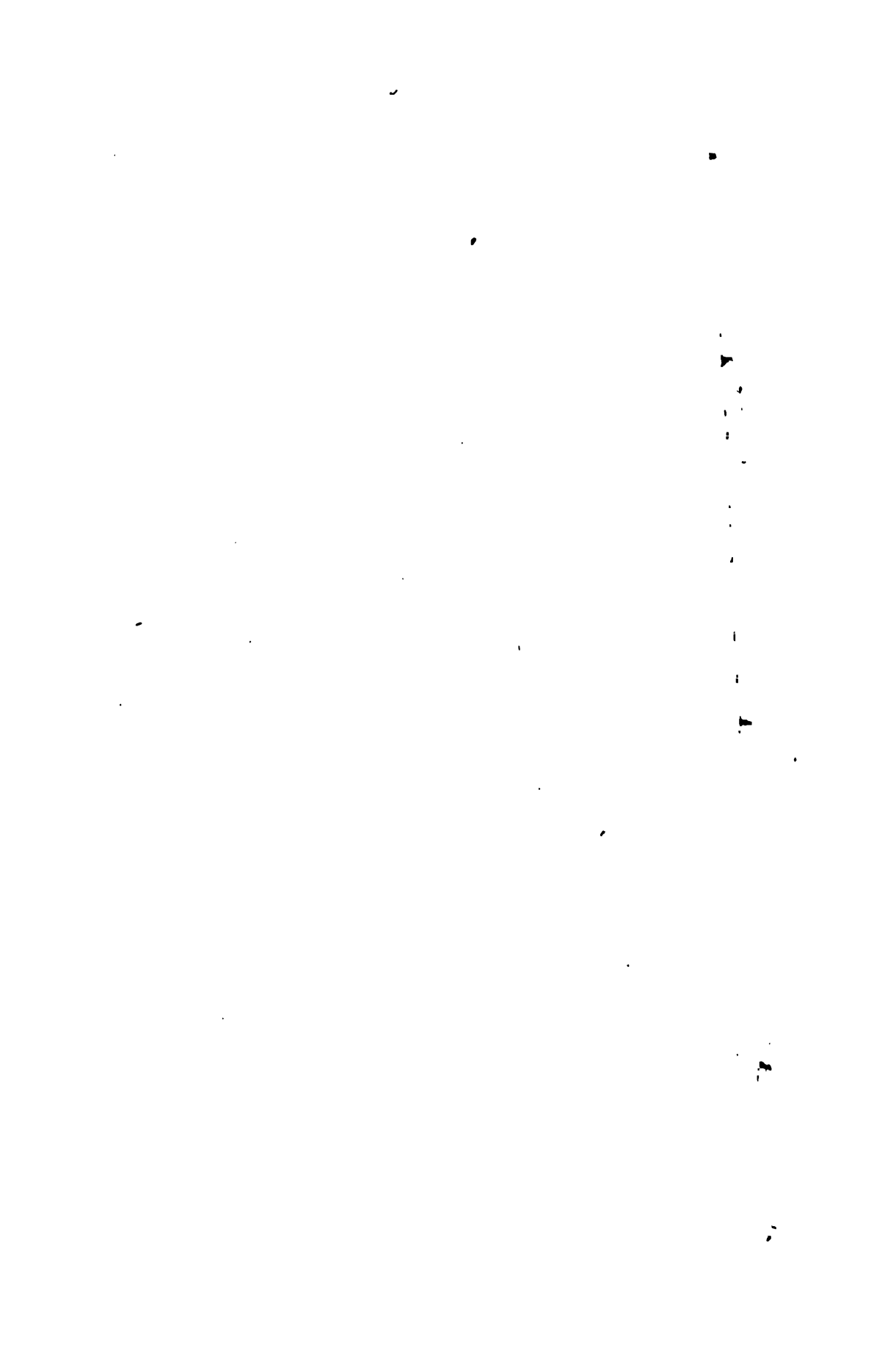
Board of Education

—OF—

LOS ANGELES, CALIFORNIA.

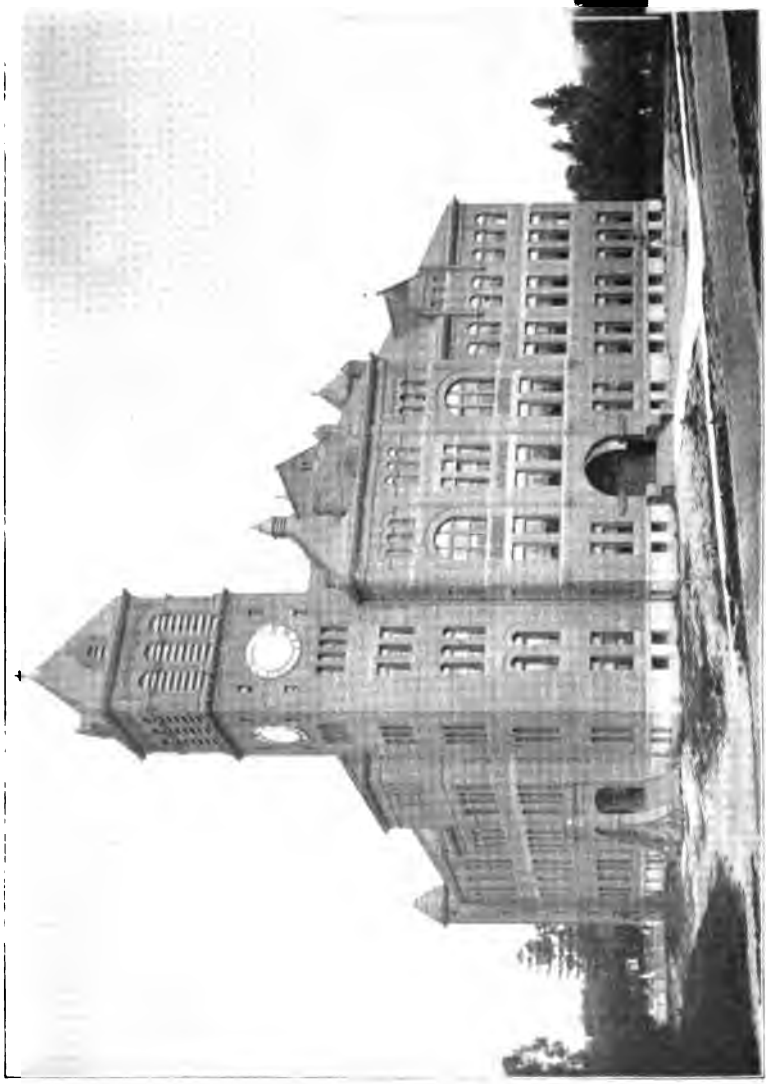
1892--1893.











LOS ANGELES HIGH SCHOOL

37

*Compendium of*

*G. Ray T. Brown*

*and*

*James T. Fishay.*

AL REPORT

OF THE

# Board of Education

AND

CITY SUPERINTENDENT OF SCHOOLS.

WITH

RULES AND REGULATIONS AND COURSE OF STUDY OF THE  
PUBLIC SCHOOLS OF THE CITY OF  
LOS ANGELES.



1892--1893.



LOS ANGELES, CAL.  
FRANKLIN PRINTING COMPANY.  
1893.

*LIBRARY OF THE  
LELAND STANFORD JR. UNIVERSITY.*

*Q. 47185*

**DEC 3 1900**

LOS ANGELES, CAL., JULY 1st, 1893.

TO THE BOARD OF EDUCATION,

LOS ANGELES, CAL.

I herewith submit the regular annual report of the Secretary of the Board of Education, as required in Section 18 of your rules, from July 1st, 1892, to June 30th, 1893.

Respectfully,

H. P. PLATT,

Secretary of the Board of Education.

1893

# City \* Board \* of \* Education

(OFFICE: ROOM 25 CITY HALL)

LOS ANGELES, CALIFORNIA

Dr. C. T. PEPPER, President.

H. P. PLATT, Secretary.

I.—D. K. TRASK . . . . .	207 New High Street
II.—DR. W. L. WILLS . . . . .	127 W. First Street
III.—JOHN C. PLATT . . . . .	121 S. Broadway
IV.—DR. C. T. PEPPER . . . . .	119½ S. Spring Street
V.—MRS. M. HUGHES . . . . .	St. James Park
VI.—F. W. STEIN . . . . .	1390 Newton Street
VII.—JAS. ASHMAN . . . . .	846 S. Main Street
VIII.—W. H. BUEHLER . . . . .	1458 San Fernando Street
IX.—L. R. PATTY . . . . .	138½ N. Spring Street

## STANDING COMMITTEES

*Finance*—PATTY, PLATT, WILLS.

*Buildings*—STEIN, ASHMAN, BUEHLER.

*Furniture and Supplies*—PLATT, STEIN BUEHLER.

*Teachers and Salaries*—TRASK, BUEHLER, MRS. HUGHES, PLATT, WILLS.

*Rules and Classification*—TRASK, BUEHLER, MRS. HUGHES, PLATT, WILLS.

*Janitors and Printing*—PLATT, TRASK, ASHMAN.

*Visiting*—MRS. HUGHES, WILLS, PLATT.

*Insurance*—BUEHLER, ASHMAN, TRASK.

*Ways and Means*—WILLS, PLATT, PATTY.

Regular meetings of the Board, in City Hall, second and fourth Mondays of calendar month, at 7:30 p. m.

Teachers' Committee will meet at 4 p. m. in Superintendent's office, Room 25 City Hall, on Saturdays preceeding regular meetings of the Board.

Finance Committee will meet in Superintendent's office, at 3 p. m. on Saturdays preceeding regular meetings of the Board. All claims not before the Committee then will be laid over to the next meeting.

Dr. LE ROY D. BROWN, Superintendent.

JAS. A. FOSHAY, Dep.-Supt.

The City Superintendents of Schools have been:

DR. W. T. LUCKY . . . . .	1873 to 1876
C. H. KIMBALL . . . . .	1876 to 1880
MRS. C. B. JONES . . . . .	1880 to 1881
J. M. GUINN . . . . .	1881 to 1883
L. D. SMITH . . . . .	1883 to 1885
W. M. FRIESNER . . . . .	1885 to 1893
LE ROY D. BROWN . . . . .	1893 to —

# FINANCIAL REPORT

## OF THE SECRETARY OF THE

# BOARD OF EDUCATION

### 1892-1893

#### RECEIPTS.

From State .....	\$140,734.00	
From County.....	55,362.50	
From City.....	51,728.40	
Loans from City Council.....	60,609.41	
Miscellaneous .....	1,730.05	
		\$310,164.36

#### EXPENDITURES.

Deficit July 1st, 1892.....	\$ 10,103.85	
Teachers' Salaries.....	172,105.20	
Janitors' Salaries.....	12,384.00	
Buildings.....	31,649.10	
Hardware .....	1,441.54	
Lumber .....	726.75	
Grading and Opening Streets.....	609.88	
Santa Fe Ave., Site.....	1,400.00	
Fuel .....	1,733.62	
Architect's Fees.....	1,183.82	
Labor and Repairs.....	4,813.21	
Cement Sidewalks.....	1,494.14	
Return of Loans to City Council.....	45,609.41	
Insurance .....	2,991.60	
Printing.....	725.04	
Library .....	500.00	
Tuition Fruitland School District.....	130.00	
Census Marshal.....	681.00	
High School Commencement.....	237.25	
City Institute .....	150.00	
Supplies, Stationery .....	6,183.31	
Brooms, Chemicals and Miscellaneous .....	914.76	
Furniture.....	4,149.80	
Gas .....	824.29	
Office Expenditures.....	662.40	
Horse-shoeing.....	27.75	
Towels .....	71.76	
Superior Court, L. A. Co.....	22.95	
J. A. Donnell, Att'y People vs. Hitchcock.....	53.00	
First Street Improvement Bond .....	68.04	
	\$303,647.47	
Balance on Hand.....	6,516.89	
		\$310,164.36

H. P. PLATT, Secretary.

**Detailed Statement of Receipts from July 1st, 1892, to June 30th '93.****Los Angeles City Board of Education.**

1892.			
July	9	Tuition.....	\$ 17.75
Aug.	16	Apportionment, State.....	32,530.00
	30	Sale of old Lumber.....	2.25
Sept.	1	Rent of old Macy Street School.....	20.00
Oct.	15	Tuition.....	113.00
		Apportionment, City Taxes.....	3,420.00
	18	Apportionment, City Taxes.....	4,560.00
		Apportionment, City Taxes.....	2,052.00
		Apportionment, City Taxes.....	1,226.40
	29	Apportionment, City Taxes.....	5,700.00
Nov.	5	Apportionment, City Taxes.....	4,560.00
		Tuition.....	105.00
		Sale of old windows.....	12.00
		Tuition.....	55.00
	23	Loan from City Council.....	4,609.41
		Loan from City Council.....	21,000.00
		Sale of old building at Breed street.....	25.00
	26	Rebate on salary.....	22.50
Dec.	3	Apportionment, City Taxes.....	4,560.00
	31	Sale of paper.....	2.00
		Tuition.....	110.00
		Insurance rebate.....	11.60
		Loan from City Council.....	20,000.00
Jan.	7	Apportionment, County Taxes.....	33,800.00
	9	Apportionment, City Taxes.....	10,260.00
	17	Tuition.....	84.00
		Rent of old Macy Street School.....	20.00
		Tuition.....	80.00
		Rebate on salary.....	5.50
Feb.	4	Apportionment, State.....	71,714.00
		Apportionment, State, Library Fund.....	550.00
		Rebate on Breed street cement walk.....	7.80
		Tuition.....	28.90
		Rebate on salary of Mrs Rice.....	5.60
		Sale of old coal house, 30th street.....	5.00
		Broken glass.....	75
		Tuition.....	5.00
Mch.	7	Tuition.....	28.00
	8	Tuition.....	37.50
	9	Tuition.....	30.00
	11	Tuition.....	120.00
	13	Tuition.....	117.00
		Tuition.....	7.00
		Rebate on salary of Mrs. Byram.....	15.00
		<i>Amount forwarded.....</i>	<i>\$ 221,634.96</i>



1892.	<i>Brought forward</i> .....	\$221,634.96
April 9	Apportionment, City Taxes.....	2,850.00
12	Sale of old house on Swain street ...	80.00
15	Tuition.....	105.00
	Tuition.....	23.50
29	Rebate on salary of Miss Mills .....	2.50
	Rebate on salary of Miss Hutchinson.....	2.50
	Apportionment, City Taxes.....	5,700.00
May 13	Exchange R. R. St. Lot for Bloom St. Lot... ..	200.00
	Tuition.....	67.50
15	Apportionment, County Taxes .....	16,900.00
19	Apportionment, City Taxes....	2,850.00
20	Rebate on salary of Miss Ada Marsh.....	8.75
June 3	Apportionment, City Taxes... ..	3,990.00
7	Tuition.....	82.50
10	Rebate on salary of Miss Marsh.....	1.25
	Tuition....	59.50
14	Rebate on salary of Miss Dixon.....	3.90
	Transfer from City Council... ..	15,000.00
17	Apportionment, State Taxes ...	35,940.00
	Apportionment, County Taxes....	4,662.50
	Total Receipts.....	\$310,164.36



**Detailed Statement of Expenditures from July 1st, '92 to June 30th, '93****Los Angeles City Board of Education.**

1892.

July	5	J. W. Forsyth, architect's fees on Hewitt st. . . \$	68.72	
		P. Williams, labor . . . . .	60.00	
		Kerckhoff & Cuzner, flag-pole . . . . .	4.50	
		L. A. Lighting Co., gas, Night School and High School. . . . .	56.00	
		Bailey & Barker Bros., supplies, furniture	45	
		W. W. Robinson, Notary fees . . . . .	1.00	
		R. B. Stephens, insurance, Amelia st. . . . .	50.00	
		Noble & Chipron, autograph stamp . . . . .	3.00	
		I. H. Wier, hauling timber . . . . .	17.50	
		H. C. Wyatt, rent of theatre . . . . .	67.25	
		G. B. Wilson, music, High School Com. . . . .	20.00	
		Eutorpean Quartet, music, H. School Com.	20.00	
		L. A. Lighting Co., gas, High School and Night School. . . . .	33.20	
		W. M. Friesner, Superintendent of Schools	200.00	
		A. E. Baker, Asst. Supt. and clerk B. of E.	140.00	
		C. H. Axtell, Supt. of Buildings. . . . .	110.00	
		C. A. Charlton, Asst. Supt. of Buildings. . . . .	80.00	
		R. Wankowski, Clerk. . . . .	50.00	
				\$ 981.62
Aug.	1	Times-Mirror Co., advertising . . . . .	4.06	
		G. W. Maxwell, City Directory . . . . .	4.00	
		L. A. Holcomb, cesspool Hayes st. . . . .	22.00	
		A. Pirch, horse-shoeing . . . . .	7.30	
		Evening Express, advertising . . . . .	46.00	
		L. A. Lighting Co., gas, High School . . . . .	5.00	
		Stoll & Thayer, supplies, stationery . . . . .	28.20	
		Edw. D. Silent, Insurance 10th and 30th sts	100.00	
		S. H. Sewell, labor, Hewitt st. . . . .	55.00	
		Childs, Hicks & Montgomery, Insurance, Hewitt st. . . . .	1.80	
		Gilbert & Lemmert, grading 17th st. . . . .	288.00	
	15	C. A. Anslyn, labor, Hewitt st. . . . .	15.75	
		Peter Keenan, extras, Hewitt st. . . . .	229.50	
		F. M. Lowry, labor on blackboards . . . . .	13.75	
		G. W. Campbell, supplies . . . . .	99.05	
		Harper & Reynolds, supplies, hardware . . . . .	27.95	
		Harper & Reynolds, supplies, hardware . . . . .	6.20	
		Harper & Reynolds, supplies, hardware . . . . .	1.05	
		Harper & Reynolds, supplies, hardware . . . . .	2.45	
		J. A. Ditch, labor, Hewitt st . . . . .	19.93	
		W. C. Furrey, supplies, hardware . . . . .	4.95	
		P. Williams, gardener. . . . .	57.50	

Aug 15.	E. T. Cook, supplies, (contract).....	\$ 204.50
	A. K. Jrey, labor.....	4.50
	T. L. Cleland, labor, Hewitt st. and H. Sch'l	13.75
	A. W. Patton, labor, Hewitt st. and H. Sch'l	16.25
	J. A. Madison, labor, Hewitt st.....	24.50
	A. W. Patton, labor.....	13.00
	Bailey & Barker Bros., supplies, furniture..	3.75
	F. M. Lowry, labor.....	11.00
	Hugh Todd, arch. fees 1st and 17th sts....	429.10
	J. W. Forsyth, arch. fees Hays and Alpine..	331.20
	J. A. Murphy, labor, Hewitt st.....	46.75
	E. R. Young, labor, Hewitt st.....	31.50
	W. M. Friesner, recording contracts.....	4.00
	J. W. McCann, horse-shoeing.....	2.25
	Fruitland School District, tuition.....	130.00
	W. M. Friesner, Supt. of Schools....	200.00
	A. E. Baker, Asst. Supt. and Clerk B. of E.	140.00
	C. H. Axtell, Supt. of Buildings.....	110.00
	G. A. Charlton, Asst. Supt. of Buildings...	80.00
	R. Wankowski, Clerk.....	50.00
	J. A. Donnell, attorney in case People vs. Hitchcock.....	53.00
	Superior Court L. A. Co., costs in case of People vs. Hitchcock.....	22.95
		<hr/>
		\$ 2,961.44
Sept. 12	J. A. Murphy, labor.....	41.25
	F. Nielsen, labor, calcimining, Spring st..	51.28
	Perry Lumber Co., lumber.....	44.06
	H. Jevne, supplies, coal oil .....	1.10
	E. T. Cook, supplies, stationery.....	31.25
	Evening Express Co., advertising.....	17.50
	C. F. A. Last, supplies, alcohol.....	37.50
	E. T. Cook, desks, (contract).....	1,024.10
	A. Peasley, supplies, hardware.....	75
	H. M. Sale, supplies, chemicals.....	1.95
	W. Beach, printing .....	63.95
	A. Sturdy, horse-shoeing.....	2.00
	P. Williams, gardener.....	75.00
	P. Hirschfeld, Manila paper .....	70.00
	W. Knickrehm, 1st payment moving Prit- chard st. building .....	292.50
	J. W. Forsyth, arch. fees, Hewitt st.....	98.07
	Scriver & Quinn, supplies.....	29.20
	W. H. Morris, labor. ....	68.80
	J. A. Ditch, labor.....	33.00
	A. C. Summers, labor.....	52.25
	F. M. Lowry, labor .....	37.45

Sept. 12	E. R. Young, labor.....	\$ 7.87
	W. E. Harmon, labor.....	2.50
	P. Haack, carriage hire.....	5.00
	Rozell Bros., lumber, Hayes st.....	49 50
	Geo. Schneider, closets, Hewitt st.....	291.80
	Geo. Schneider, labor, Hewitt st.....	285.66
	L. A. City Water Co., connection, Hayes st.....	12.00
	I. H. Hill, work, Hewitt st.....	30.00
	Perry Lumber Co., lumber, Hayes st.....	36.13
	Scriven & Quinn, supplies, paint.....	13.55
	F. Lindenfeld, cement walk, H. School.....	116.09
	T. L. Cleland, labor.....	45.70
	J. A. Murphy, labor.....	41.25
	Geo. Schneider, closets, Hewitt st.....	25.00
	A. K. Irey, labor.....	18.00
	A. Pirch, horse-shoeing.....	3.50
	R. Beryle, 1st payment First st.....	1,000.00
	Woodworth Com. Co., lime.....	1.35
	Rozell Bros., lumber, Hewitt st.....	19.43
	J. A. Madison, labor.....	49.00
	P. Williams, gardener.....	22.50
	A. E. Senseny, Hayes st. closets.....	35.00
	F. M. Lowry, labor.....	33.00
	Blake, M. & Towne, supplies, foolscap paper.....	94.50
	J. A. Murphy, labor.....	27.50
Sept. 19	J. A. Ditch, labor.....	30.25
	H. B. Trimble, labor.....	20.00
	W. C. Furrey, supplies, hardware.....	111.19
	S. H. Sewell, labor.....	50.87
	A. C. Summers, labor.....	30.25
	P. Hirschfeld, supplies, pens.....	190.00
	A. K. Irey, labor.....	12.00
	T. L. Cleland, labor.....	33.00
	W. M. Friesner, Supt. of Schools.....	200.00
	A. E. Baker, Asst. Supt. and clerk B. of E.....	140.00
	C. H. Axtell, Supt. of Buildings.....	110.00
	G. A. Charlton, Asst. Supt. of Buildings.....	80.00
	R. Waukowski, clerk.....	50.00
	R. Beryle, 2nd payment First st.....	1,000.00
	R. Beryle, 1st payment Alpine st.....	1,500.00
	R. Beryle, 1st payment Hayes st.....	1,100.00
		\$ 8,996.35
Oct. 3	J. F. Reynolds, labor.....	12.00
	L. A. Paving Co., grading Hewitt st.....	24.80
	E. T. Cook, Kindergarten material.....	229.70
	W. H. Morris, labor.....	39.63
	W. Johnson, labor.....	85.00

Oct. 19	L. A. Holcomb, labor.....	\$ 22.00
	F. Nielsen, calcimining.....	42.51
	W. E. Harmon, labor.....	6.00
	C. F. A. Last, supplies, alcohol.....	50.00
	I. H. Wier, cartage.....	30.00
	Stoll & Thayer, supplies (contract) pens....	1,098.80
	F. W. Braun & Co., supplies, chemicals....	11.33
	Blake, Moffitt & Towne, supplies, paper....	201.25
	E. K. Foster, printing.....	54.50
	P. Hirschfeld, supplies, stationery.....	42.00
	Stoll & Thayer, supplies, stationery.....	32.15
	A. Sturdy, horse-shoeing.....	2.00
	E. T. Cook, supplies and desks.....	309.75
	Janitors, cleaning buildings.....	475.00
17	Peter Stone, filters for High School.....	27.00
	W. H. Hoegee, awnings at office.....	17.00
	J. A. Madison, labor.....	42.00
	Buchanan & Hoag, varnishing, First st....	40.00
	Fitzgerald & Dromgold, frosting transoms	11.00
	F. Nielsen, plastering, Hewitt st.....	18.00
	W. H. Morris, labor.....	4.00
	L. A. Holcomb, labor.....	22.00
	A. K. Ireys, labor.....	12.00
	A. K. Ireys, labor.....	18.00
	Mrs. C. S. Wright, kindergarten material..	18.96
	W. C. Furrey, supplies, hardware.....	46.14
	J. F. Reynolds, labor.....	17.00
	Standard Electric Co., repairs H. School..	14.95
	Thos. Cleland, labor.....	20.95
	A. Pirch, horse-shoeing.....	2.40
	Scriver & Quinn, supplies, paints.....	18.95
	Rozell Bros., lumber.....	74.39
	Perry Lumber Co., lumber.....	13.94
	Whitelaw & Macinder, plumbing, Hewitt st	9.26
	G. Schneider, closets, Hayes st.....	284.47
	F. M. Ambrose, labor, High School.....	52.25
	F. W. Braun & Co., supplies, chemicals....	10.22
	F. M. Lowry, labor.....	20.95
	A. C. Summers, labor.....	52.25
	Fixen & Co., towels.....	25.55
	H. G. Rollins (Co. Auditor), Taxes, Pritchard st.....	30.40
	J. Bloeser, carpet cleaning.....	2.00
	W. Beach, printing.....	30.00
	S. G. Lehmer, supplies, chemicals.....	15.00
	P. Hirschfeld, supplies, stationery.....	3.95
	Evening Express, subscription.....	2.60

Oct. 17	Peter Keenan, final payment, Hewitt st.....	\$ 3,378.75	
	Harrison & Dickson, supplies, brooms .....	87.15	
	E. T. Cook, supplies, stationery .....	62.34	
	E. T. Cook, desks .....	177.90	
	E. T. Cook, supplementary readers .....	619.46	
	E. T. Cook, desks .....	511.20	
	R. Beryle, 2nd payment Alpine st.....	1,300.00	
	R. Beryle, 1st payment 17th st .....	1,800.00	
	S. H. Sewell, labor .....	24.75	
	R. Beryle, 2nd payment Hayes st .....	1,100.00	
	R. Wankowski, clerk .....	50.00	
	London & Lankershire Ins. Co., ins. 17th st.	112.50	
	Teachers' salaries .....	18,185.00	
	Janitors' salaries .....	1,245.00	
			\$32,420.05
Nov. 21	Teachers' salaries .....	18,412.50	
	R. Wankowski, clerk .....	50.00	
	Janitors' salaries .....	1,278.75	
	Fixen & Co., towels .....	16.80	
	F. G. Teed (City Clerk), return of loan by Council .....	4,609.41	
	F. G. Teed (City Clerk), return of loan by Council .....	21,000.00	
	R. Y. McBride, printing .....	230.35	
	T. F. Cleland, labor .....	2.75	
	Fitzgerald & Drumgold, painting .....	11.00	
	A. C. Summers, labor .....	5.50	
	A. Sturdy, horse-shoeing .....	2.00	
	D. C. Lewis, labor .....	6 25	
	I. H. Wier, cartage .....	14.00	
	M. S. Whitcomb, labor .....	20.00	
	M. S. Whitcomb, labor .....	25.50	
	F. D. Jones, supplies .....	9.01	
	Bailey & Barker Bros, supplies, furniture ...	158.70	
	Bailey & Barker Bros, supplies, furniture ...	159.20	
	E. H. Augustus, labor .....	30.25	
	Perry Lumber Co., lumber .....	14.08	
	F. D. Jones, supplies .....	1.49	
	Williams Bros, supplies, coal oil .....	3.20	
	Pierce Bros, furniture, Hayes st .....	30.00	
	W. T. Carter, hauling sand .....	23.50	
	A. Meispan, labor .....	3.00	
	L. A. Holcomb, labor .....	32.00	
	W. T. Homan, labor .....	8.00	
	E. T. Cook, supplies, stationery .....	56.55	
	L. A. Lighting Co., gas, High School and Night School .....	29.00	



Nov. 21	E. T. Cook, supplies, stationery.....	\$ 204.69
	C. G. Elmund, hauling dirt. ....	41.25
	W. C. Furrey, supplies, hardware.....	75.28
	C. G. Elmund, hauling sand. ....	17.50
	Geo. Schneider, closets, Hayes st. ....	283.27
	F. Lindenfeld, cement walk, Spring st. ....	23.04
	W. H. Rorick, supplies, soap.....	9.60
	Robertson & Allen, Insurance, 30th st.....	50.00
	J. B. Rowe, repairing clocks.....	5.25
	F. M. French, hauling dirt.....	58.70
	C. H. Lawrence, labor.....	41.00
	J. A. Madison, labor.....	4.40
	A. Pirch, horse-shoeing.....	3.00
	Mrs. A. M. McGilvary, extra cleaning, Hewitt st.....	12.00
	I. E. Wier, cartage.....	9.00
	Fred Nielsen, calcimining, 30th st.....	3.00
	J. A. Ditch, labor.....	5.40
	D. Monroe, insurance, Temple st.....	62.50
	Harrison & Dickson, supplies, brushes.....	48.17
	C. H. Lawrence, labor.....	21.00
	Crescent Coal Co., 186 tons of coal.....	1,655.40
	M. S. Whitcomb, labor.....	20.00
	F. D. Jones, supplies.....	3.80
	F. D. Jones, supplies.....	23.76
	Blake, Moffitt & Towne, supplies, foolscap..	27.77
	Geo. W. Cook, labor ..	34.50
	Summerland & Phelps, insurance, Temple st	72.00
	W. Knickrehm, moving Pritchard st. house	97.50
	C. G. Elmund, hauling gravel.....	17.00
	Rozell Bros, lumber.....	60.14
	R. Peter, labor.....	2.00
	Bailey & Barker Bros., supplies, furniture	106.80
	Lazarus & Melzer, supplies, stationery..	101.01
	J. W. Forsyth, architects' fees Hayes and Alpine sts.....	100.00
	G. F. McLellan, insurance, Amelia street...	50.00
	R. Beryle, 3rd payment, First street.....	1,000.00
	R. Beryle, 2nd payment, Seventeenth street	1,540.00
	R. Beryle, 3rd payment Alpine street .....	1,150.00
	R. Beryle, completion payment Hayes st....	1,100.00
		\$ 54,332.52
Dec. 12	W. M. Friesner, expenses to Supt.'s conv'n	55.45
	S. L. Brasaker, labor .....	14.00
	L. A. Holcomb, labor .....	24.00
	W. C. Furrey, hardware.....	44.65
	Bailey & Barker Bros., supplies, furniture	127.50

Dec. 12	Stoll & Thayer, supplies, stationery.....	\$ 30.30
	Stoll & Thayer, supplies, stationery .....	14.25
	E. T. Cook, desks, 17th st .....	667.10
	E. T. Cook, supplies, stationery .....	375.95
	Harrison & Dickson, supplies, brooms....	17.25
	C. C. Boynton, type writer.....	80.00
	F. D. Jones, supplies.....	6.03
	Harrison & Dickson, supplies, dusters.....	41.20
	J. T. Sheward, supplies .....	8.78
	E. T. Cook, desks, Alpine st. ....	667.10
	Tally Ho Stables, carriage hire. ....	8.00
	L. A. Lighting Co. gas, High School and Night School .....	49.80
	Hanna & Webb, insurance, Breed st .....	50.00
	W. A. Burke, insurance, Breed st .....	50.00
	W. A. Bonyng insurance.....	77.50
	W. C. Furrey, hardware.....	17.51
	W. C. Furrey, hardware.....	8.10
	A. Peasly, stoves and repairs .....	311.75
	A. Pirch, horse-shoeing.....	1.00
	C. H. Lawrence, labor. ....	10.00
	J. A. Ditch, labor.. ....	5.50
	C. F. A. Last, supplies, alcohol .....	12.50
	W. A. Bonyng, insurance, 10th st.....	50.00
	Perry Lumber Co., lumber. ....	72
	Bailey & Barker Bros., supplies, furniture	75.65
	Fixen & Co., towels.....	25.20
	Harper & Reynolds, supplies, hardware. ...	23.33
	Summerland & Phelps, insurance, Amelia st	37.50
	J. Kenealy, insurance, Breed st .....	75.00
	J. Kenealy, insurance, Hellman st .....	75.00
	F. G. Teed, (City Clerk) return of loan from Council.....	20,000.00
	E. E. Brown, City Institute .....	75.00
	E. Barnes, City Institute. ....	75.00
	R. Beryle, extras, Alpine st .....	200.00
	G. W. Cook, labor. ....	44.00
	S. L. Brasaker. labor. ....	10.00
	W. A. Burke, insurance, High School.....	36.00
	Western Com. Co., Supplies .....	1.95
	H. M. Sale & Son, supplies, chemicals.....	7.85
	Harper & Reynolds, hardware.....	7.50
	L. A. Stoneware Co., supplies, clay.....	7.50
	G. Schneider, repairs .....	72.98
	R. Y. McBride, printing. ....	86.50
	Street Superintendent, opening Hoff st.....	80.00
	Niles Pease, Supplies, furniture.....	41.10
	A. R. Sturdy, horse-shoeing .....	1.50

Dec. 12	G. Wells, labor .....	\$ 8.00
	J. Kenealy, insurance, Hewitt st .....	100.00
	Fitzgerald & Dromgold, painting.....	8.00
	C. H. Lawrence, labor .....	10.00
	L. A. Holcomb, labor .....	20.00
	Rozell Bros., lumber. ....	64.51
	Mrs. A. W. B. Weyse, lot cor. Washington and Santa Fe Ave. ....	1,400.00
	Odemar Bros., cement sidewalk, Temple st.	102.15
	R. Beryle, 3rd payment, 17th st.....	1,540.00
	G. Campbell, horse-shoeing .....	1.50
30	M. D. Johnson, (City Treasurer) First st. im- provement bond .....	68.04
	S. H. Sewell, labor .....	15.65
	W. C. Furrey, hardware .....	7.00
	C. F. A Last, supplies, alcohol .....	12.50
	Stoll & Thayer, supplies, stationery .....	110.45
	E. T. Cook, supplies, stationery .....	295.60
	A. C. Brown, repairs.....	8.75
	Sou. Cal. Music Co., moving piano .....	3.00
	Harrison & Dickson, supplies, brooms.....	25.38
	W. J. Fisher, insurance, First st .....	50.00
	Cardwell & Duncan, repairs, High School	25.38
	Rozell Bros., lumber. ....	262.46
	P. Armstrong, cement walk, Breed st .....	159.12
	P. Armstrong, cement walk, First st.....	199.00
	W. C. Furrey, hardware .....	35.01
	G. S. Hellman, labor .....	15.00
	W. C. Furrey, hardware .....	14.27
	A. Pirch, horse-shoeing .....	2.00
	R. Beryle, extras, 17th st. ....	225.00
	J. W. Forsyth, architect's fees, Hayes and Alpine sts.....	65.60
	Huge Todd, arch. fees, First and 17th sts.	191.15
	J. F. Adams, brickwork, 30th st .....	96.75
	D. Mulrein, cement walk, Alpine st.....	149.70
	D. Mulrein, cement walk, Sand st .....	278.58
	R. Beryle, extras, 17th st. ....	231.50
	R. Beryle, final payment, First st .....	1,000.00
	R. Beryle, comp. payment, Alpine st.....	1,030.00
	R. Beryle, comp. payment, 17th st .....	1,315.00
	L. A. Lighting Co., repairs, High School ...	80.75
	J. B. Rowe, clocks .....	93.00
	Hoffman & Seward, ins., Alpine and 17th sts	194.40
	R. Beryle, extras, Hayes and Alpine sts ...	95.00
	R. Wankowsky, clerk .....	50.00
	Janitors' salaries .....	1,275.00
	Teachers' salaries ..	18,615.00
		\$ 53,423.68

Jan. 17	Niles Pease, chairs.....	\$ 23.00
	L. A. Furniture Co., repairing lounge.....	1.00
	R. Y. McBride, printing... ..	65.80
	R. Peters, labor .....	19.25
	Brown & Dodge, labor. ....	56.00
	L. A. Holcomb, labor .....	34.00
	J. A. Ditch, labor .....	23.35
	L. A. Lighting Co., gas, High School.....	125.40
	L. A. Lighting Co., gas.....	1.00
	L. A. Lighting Co., gas heaters. ....	11.50
	H. P. Platt, recording contract. ....	1.00
	A. E. Baker, recording contract.....	1.15
	Gardner & Oliver, supplies, stationery.....	10.65
	M. S. Cummings, grading .....	86.68
	Odemar Bros, cement walk, Temple st ....	34.05
	Blake, Moffitt & Towne, foolscap paper ...	161.00
	Perry Lumber Co., lumber.....	16.67
	Evening Express, printing.....	7.50
	A. C. Summers, labor .....	36.00
	A. C. Summers, labor.....	33.00
	Harrison & Dickson, supplies, brooms ....	3.25
	H. Jevne, supplies, coal oil .....	2.00
	J. N. Hamer, supplies, hardware ....	1.25
	G. S. Hellman, labor .....	32.25
	Castera & Son, supplies, alcohol.....	28.00
	A. K. Irey, labor .....	7.50
	A. R. Hoffman, insurance.. ....	150.40
	Meyer Siegel, insurance.....	18.75
	Fred Nielsen, labor.....	18.00
	J. Bloeser, supplies .....	90
	J. Murray, labor. ....	32.25
	A. Peasley, hardware .....	70.55
	Harper Reynolds Co., hardware.....	3.00
	G. W. Cook, labor. ....	50.50
	S. L. Brasaker, labor .....	27.00
	F. M. Ambrose, cases, Supt.'s office.....	130.00
	C. E. Day, moving pianos. ....	17.00
	V. Lacroix, labor .....	48.00
	F. Chinowerth, labor .....	20.50
	Chas. M. Morelan Co., printing.....	41.00
	J. A. Willing, labor.....	6.00
	Jacob Niederer, kindergarten supplies.....	136.80
	Sunset Telephone Co., telephone rent.....	6.25
	Teachers' salaries .....	18,881.00
	Janitors' salaries ..	1,270.00
	R. Wankowski, clerk.....	50.00
		<hr/>
		\$21,799.65.

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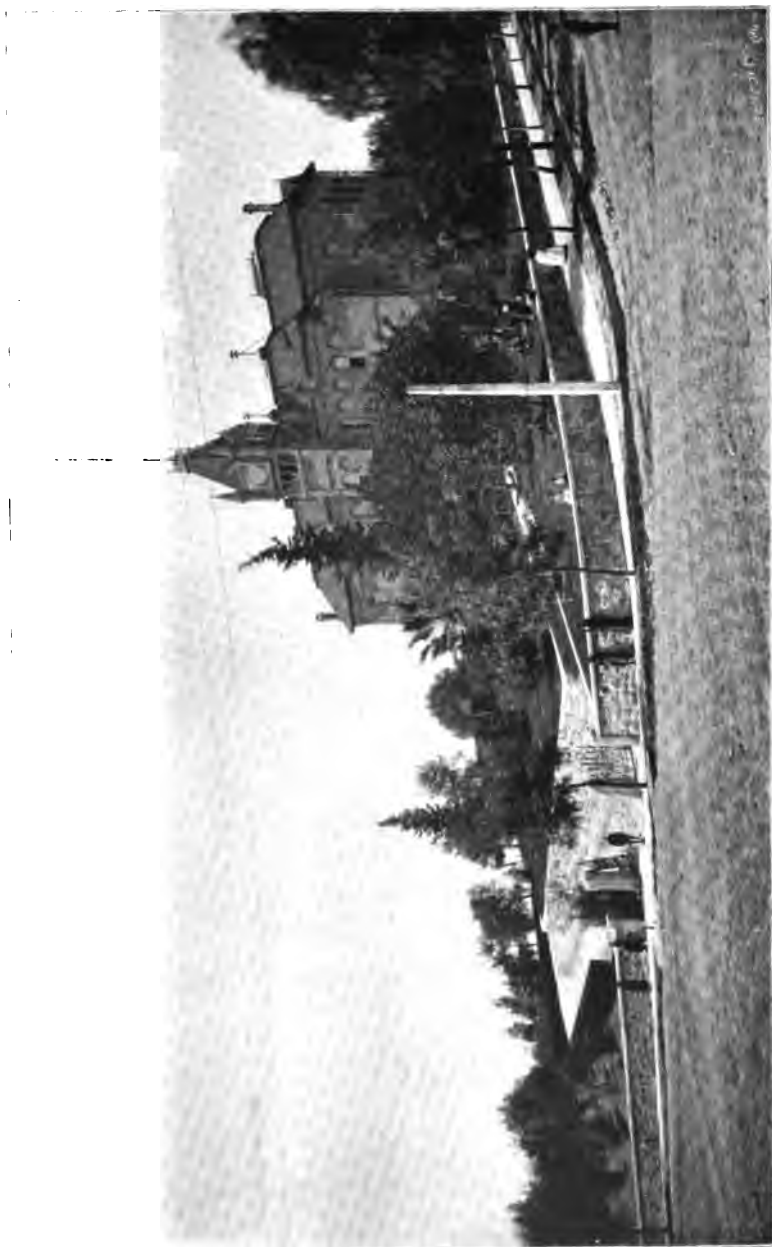
Feb. 28	F. M. Lowry, labor.....	\$ 9.50
	E. Bowen, first payment 7th st.....	300.00
	E. T. Cook, supplies, stationery.....	2.30
	E. T. Cook, supplies kindergarten material	332.10
	E. T. Cook, desks .....	366.20
	Gardner & Oliver, supplies, stationery....	21.55
	Gardner & Oliver, supplies, stationery....	37.60
	Harrison & Dickson, sup's, brooms, dusters	5.00
	Fixen & Co., towels .....	4.20
	J. B. Rowe, repairing clocks.....	14.85
	Lazarus & Melzer, supplies, stationery.....	8.73
	Rice Bros. supplies, soap.....	8.50
	H. Jevne, supplies, coal oil.....	19.25
	W. C. Furrey Co., hardware .....	155.67
	C. T. Paul, hardware....	54.90
	Stoll & Thayer, supplies, stationery .....	43.70
	L. A. Stoneware Co. supplies, clay .....	3.00
	Freeman & Carper, supplies, chemicals...	42.80
	M. Langstadter, supplies, stationery .....	42.70
	H. C. McKenzie, labor .....	12.00
	A. Pirch, horse-shoeing .....	2.00
	A. Trabert, labor.....	30.75
	J. Van Dam, labor .....	23.00
	W. H. Brown, labor .....	1.50
	Geo. W. Cook, labor .....	46.00
	E. J. Clough, labor .....	7.50
	Geo. Wells, labor .....	19.68
	W. H. Wells, labor .....	46.00
	J. A. Willing, labor.....	1.50
	J. A. Willing, labor .....	3.00
	J. J. Ellis, labor .....	13.25
	J. J. Ellis, labor .....	13.00
	Castera & Son, labor .....	52.50
	Castera & Son, labor .....	38.50
	W. H. Perry Co., lumber .....	60
	Rozell Bros., lumber .....	41.38
	Jacob Niederer, kinderg'n chairs and tables	144.00
	Crescent Coal Co., coal .....	34.22
	Standard Electric Co., repairs .....	17.75
	L. A. Lighting Co., gas, High and Night Sc'l	95.20
	Fisher and Marygold, piano rent ..	6.00
	Carlisle & Rivera, buggy rent ..	2.50
	M. M. Gillespie, Evening Express subscri'n	2.85
	H. C. Wyatt, theatre rent, High School....	55.00
	Mrs. H. Ludman, teaching graduates.....	75.00
	Pacific Brass Works, repairs .....	3.25
	Darby & McDonald, repairs on wagons ....	21.35
	Glass & Long, binding .....	10.00

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NORMAL SCHOOL



Feb. 28	Wannop & Forbush, printing.....	21.00
	W. E. Ward, printing.....	9.25
	Meyer Siegel, insurance .....	5.00
	Wm. Mead, insurance.....	68.75
	Fitzgerald & Dromgold, painting.....	4.00
	Sunset Tel. Co., telephone rent.....	10.00
	Robert Beryle, last payment Alpine street... 1,660.00	
	Robert Beryle, last payment Hayes street... 1,100.00	
	J. W. Forsyth, arch. fees on above.....	69.95
	Niles Pease, furniture.....	32.50
	Bailey & Barker Bros., supplies, furniture	68.00
	Bailey & Barker Bros., supplies, furniture..	161.50
	Bailey & Barker Bros., supplies, furniture...	58.00
	Bailey & Barker Bros., supplies, furniture	101.65
	Bailey & Barker Bros., supplies, furniture	146.20
	Geo. Schneider, plumbing, 30th st.....	277.49
	Geo. Schneider, plumbing, 30th st.....	298.04
	Odemar Bros., cement walk, Castelar st. ....	221 68
	Teachers paid from Teachers' Salary Fund ..	15,009.40
	Teachers paid out of Common School Fund ..	4,041.00
	Janitors' Salaries .....	1,171.25
		\$ 26,826.49
Mch. 31	Robert Beryle, last payment 17th street....	2,065.00
	E. Bowen, 2d and 3rd payments 17th street..	600.00
	W. L. Riley, grading 17th street.....	130.40
	L. A. Lighting Co., gas, Night and H. Sch'l	121.00
	H. P. Platt, taking inventory. ....	20.00
	D. Munro, insurance .....	100.00
	E. L. Blanchard, insurance.....	50.00
	Conrad Jacoby, insurance.....	50.00
	Adams Siegel Co., insurance.....	50.00
	W. E. Ward, printing.....	67.25
	Gardner & Oliver, supplies, stationery.....	63.75
	Gardner & Oliver, supplies, stationery .....	80.20
	W. C. Furrey, hardware.....	75
	P. H. Mathews, supplies, paints and glass..	50.65
	E. T. Cook, supplies, stationery .....	9.25
	E. T. Cook, supplies, stationery.....	40.80
	F. Nielsen, labor.....	12.00
	J. Hinton, janitor Supt.'s office.....	5.00
	J. Hinton, janitor, Supt.'s office .....	5.00
	J. S. Smith, Drayage.....	1.50
	Longley & Wagner, repairing type-writer..	3.00
	A. Birch, horse-shoeing .....	50
	Fixen & Co., towels.....	8.40
	A. Peasley, repairs .....	75
	Sunset Tel. Co., telephone rent .....	10.00
	G. W. Cook, labor.....	22.00

	Meyer Siegel, insurance.....	52.00
	J. K. Swanfeldt, supplies, coal oil.....	11.45
	E. T. Cook, supplies, stationery.....	12.60
	C. T. Paul, hardware .....	90.86
	Teachers paid out of Common School Fund	2,045.00
	Teachers paid from Teachers' Salary Fund..	17,388.90
	Janitors' Salaries.....	1,335.00
	H. P. Platt, secretary.....	62.00
		<hr/>
		\$ 24,565.01
April 12	E. Bowen, last payment 7th st.....	393.00
	W. H. Hill, taking photos .....	18.00
	G. F. McLellan, insurance.....	50.00
	Sabichi & McComachie, insurance.....	50.00
	D. Monro, insurance.....	50.00
	J. Shultis, insurance.....	75.00
	Fixen & Co., towels. ....	6.30
	Eckstrom & Strasbourg, glass.....	5.60
	L. A. Furniture Co., chairs .....	14.85
	Daily Herald, printing.....	3.88
	R. Y. McBride, printing. ....	38.95
	R. Y. McBride, printing.....	7.50
	L. A. Lighting Co., gas, Night and H. Sch'l's	140.00
	Riley Fuel Co., coal.....	44.00
	Sunset Tel. Co., telephone rent .....	10.00
	W. H. Hill, taking photos.....	35.00
	Gardner & Oliver, supplies, stationery.....	41.70
	M. Langstadter, supplies, stationery.....	80.11
	H. M. Sale, supplies, chemicals .....	14.62
	U. K. Swanfeldt, supplies, soap.....	4.50
	H. T. Hollingsworth, repairs to clocks.....	7.00
	Security Title Ins. and Abstract Co., certificate R. R. st. property .....	20.00
	Wesley Clark, insurance.....	50.00
	Hughes & Co., insurance.....	50.00
	Bailey & Barker Bros., damage to table....	2.50
	A. Sturdy, horse-shoeing.....	1.50
	Perry Lumber Co., lumber.....	1.10
	Rozell Bros, lumber.....	49.71
	Fred. Nielsen, labor .....	6.00
	Mrs. Nellie Porter, extra work Casco st sch'l	3.00
	Teachers paid out of Common School Fund.	2,065.00
	Teachers paid from Salary Fund.....	17,408.40
	Janitors' salaries.....	1,255.00
	H. P. Platt, secretary.....	60.00
		<hr/>
		\$ 22,062.27

<b>May 10</b>	jean Campan, labor.....	\$ 36.00
	Castera & Son, hauling dirt.....	17.50
	M. Langstadter, supplies, stationery.....	19.60
	M. Langstadter, supplies, stationery.....	44.75
	H. B. Truitt, supplies, soap.....	9.00
	Gardner & Oliver, supplies, stationery.....	99.40
	Scriver & Quinn, paints.....	2.50
	E. T. Cook, supplies, stationery.....	19.50
	E. T. Cook, supplies, stationery.....	5.00
	E. T. Cook, supplies, stationery.....	16.20
	Pacific Brass Works, repairs.....	1.80
	Bluett & O'Connor, horse-shoeing.....	2.00
	W. M. Friesner, expressage on photographs.....	3.45
	Sunset Tel. Co, telephones.....	10.00
	Jerry Hinton, Janitor.....	5.00
	Kingsley & Barnes, printing.....	24.50
	W. C. Furrey Co., hardware.....	11.00
	L. A. Lighting Co., gas.....	44.80
	Rozell Bros., lumber.....	21.79
	Chandler & Hall, sub. to Daily Herald.....	9.60
	W. J. Fisher, insurance.....	50.00
	C. Jacoby, insurance.....	36.00
	C. Jacoby, insurance.....	64.00
	Prussian Ins. Co., insurance.....	50.00
	Summerland & Phelps, insurance.....	50.00
	E. C. Schnabel, insurance.....	108.00
	Jerry Hinton, janitor.....	5.00
	V. Lacroux, labor.....	48.00
	Thos. Vacher, painting.....	31.50
	F. Chenowerth, hauling dirt.....	9.75
	Jean Campan, labor.....	20.00
	Harley E. Hamilton, music, High School.....	5.00
	Stanton & Van Alstine, insurance.....	154.00
	Stanton & Van Alstine, insurance.....	52.00
	Fixen & Co., towels.....	8.40
	Ayers & Lynch, printing.....	8.00
	Times-Mirror Co., printing.....	12.40
	Wannop & Forbush, printing.....	15.00
	Journal Pub. Co., printing.....	6.00
	H. P. Platt, sundries.....	8.00
	A. B. Whitney, Census Marshal.....	681.00
	W. W. Robinson, notary fees.....	1.00
	L. A. Stoneware Co., Clay.....	7.00
	Freeman & Carper, chemicals.....	60.20
	Gardner & Oliver, supplies.....	31.70
	Gardner & Oliver, supplies.....	28.75
	Gardner & Oliver, supplies.....	12.65
	E. Gerson, plumbing.....	8.22
	H. P. Platt, secretary.....	60.00
	Teachers paid from Common School Fund.....	2,065.00
	Teachers paid from Teachers' Fund.....	17,455.00
	Janitors.....	1,255.00
		<u>\$ 22,799.00</u>

June 14	W. C. Furrey Co., hardware.....	\$ 51.52
	Freeman & Carper, chemicals.....	17.00
	H. B. Truitt, supplies, soap .....	6.65
	G. W. Hicks, supplies, peas .....	3.50
	M. Langstadter, supplies, stationery.....	70.90
	Gardner & Oliver, supplies, stationery.....	98.95
	Conrad Jacoby, insurance.....	126.00
	R. G. Lunt, insurance .....	50.00
	Bailey & Barker Bros., furniture.....	91.00
	J. Niederer, furniture .....	176.00
	Carlisle & Rivera, buggy rent .....	5.00
	F. H. Fitzgerald, painting.....	5.00
	Bluett & O'Connor, horse-shoeing.....	2.50
	S. C. Foy, repairs.....	2.50
	Darby & McDonald, repairs.....	29.85
	Sunset Tel. Co., telephone rent .....	10.00
	F. W. Kringel, tuning piano .....	6.00
	L. A. Lighting Co., gas .....	24.00
28	Jean Campan, labor.....	17.00
	Carlisle & Rivera, Buggy rent.....	5.00
	Jerry Hinton, janitor.....	5.00
	Wannop & Forbush, printing.....	84.50
	Clark & Nieman, cement work .....	379.81
	Bailey & Barker Bros., Furniture.....	47.50
	Gardner & Oliver, supplies .....	76.70
	E. T. Cook, supplies .....	38.00
	M. Langstadter, supplies.....	21.60
	Noble & Chipron, rubber stamps.....	60
	W. M. Mead, insurance.....	87.50
	H. P. Platt, Secretary.....	60.00
	Janitors' salaries.....	1,255.00
	Teachers paid from Common School Fund..	2,065.00
	Teachers paid from Teachers' Salary Fund..	17,455.00
		<u>\$22,374.58</u>
Total Expenditures for 1892-93.....		\$293,543.62
Deficit, July 1st, 1892.....		10,103.85
		<u>\$303,647.47</u>
Total Receipts for 1892-93.....		\$310,164.36
Total Expenditures for 1892-93 .....		303,647.47
Balance on hand.....		<u>6,516.89</u>
H. P. PLATT,		
Secretary.		





ALPINE STREET SCHOOL

## SYNOPSIS OF THE MINUTES

OF THE BOARD OF EDUCATION, FROM JULY 1st, 1892, TO JUNE 30th, 1893.

JULY 5.—Pres. Kierulff called for the credentials of Mrs. Hughes from the Fifth ward.

Certified copy of the proceedings of Mrs. Hughes vs. Hitchcock received from the Court and the City Attorney's opinion in favor of Mrs. Hughes taking her seat as a member of the Board.

The chair decided that Mrs. Hughes be admitted as a member of the Board.

Resignation of Miss Lucy D. McConnell and Harriet Cory as teachers.

Bids received for supplies for the ensuing year.

Bids received for the brick-work on Hayes st. building.

Plans for the addition to Hayes st. received.

Building Committee reported in favor of tearing down the old Hewitt st. building and using the lumber for fences.

Clerk instructed to advertise for bids for additional rooms to the following buildings: Hayes st., 2 rooms; Seventeenth st., 4 rooms; First st., 2 rooms

Demands approved.

JULY 3.—Petition from the Friday Morning Club, filed, approved.

Supt.'s estimate on receipts and expenditures, read, filed, approved and forwarded to the City Council.

Teachers and substitutes elected for the year.

J. W. Forsyth's plans accepted on the Hayes st. building, and Clerk instructed to advertise for bids on the same.

Mr. A. E. Baker elected Deputy Superintendent of schools.

JULY 18.—No quorum.

JULY 22.—Plans received for the Alpine, First and Seventeenth street buildings.

Hugh Todd's plans for the First and Seventeenth st. buildings accepted.

Demands approved.

AUGUST 1.—German, French and Spanish introduced in the High School:

The following bids were then opened for the additions to buildings:

Coats & Rounsefel, Hayes st. ....	\$ 6,500.00
Peter Keenan, 17th and First sts. ....	12,200.00
Finnell & Gough, First st. ....	4,900.00
Finnell & Gough, Hayes st. ....	4,900.00
O. Dolson, First st. ....	4,570.00
James Smith, 17th st. ....	8,410.00
James Smith, First st. ....	4,100.00
Frank Glencross & Co., Alpine st. ....	6,695.00
Frank Glencross & Co., 17th st. ....	8,475.00
Frank Glencross & Co., Hayes st. ....	4,995.00
Frank Glencross & Co., First st. ....	4,458.00



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Marsh & Blunk, First st.....	4,760.00
Marsh & Blunk, 17th st .....	8,450.00
Marsh & Blunk, Alpine st .....	8,700.00
Marsh & Blunk, Hayes st.....	4,900.00
Bennington & Chadsey, Alpine st.....	9,627.00
Bennington & Chadsey, Hayes st.....	6,680.00
Robert Beyrle, all 4 buildings.....	23,000.00
W. S Hurlburt, Alpine st.....	8,400.00
W. S. Hurlburt, Hayes st.....	5,675.00
J. Berchtold & Co , Alpine st.....	6,690.00
J. Berchtold & Co., First st .....	4,358.00
J. Berchtold & Co., 17th st .....	8,443.00
J. Berchtold & Co., Hayes st.....	5,090.00

(Demands audited.)

Robert Beyrle's bid on all four school-houses was accepted.

Approval of bond of Silver, Burdette & Co. for Music Books in the sum of \$1,000.00.

Contract for supplies awarded to the lowest bidders.

Teachers assigned to their respective schools.

Clerk instructed to advertise for bids for school desks.

AUGUST 15.—Bids for school desks received.

Clerk instructed to advertise for bids for site near Santa Fe ave. and Washington sts.

Text-books adopted for High School.

Demands audited.

AUGUST 19.—Demands audited.

E. T. Cook's bid for school desks accepted.

SEPT. 12.—Bids received for a site in the Sixth ward.

Bids for coal received.

Demands audited.

Supplementary Readers adopted.

Crescent Coal Co.'s bid of \$8.90 per ton for coal was accepted.

Misses R. E. Griffin and Minnie Egan elected teachers.

Misses Leona Lebus, Mary Cowan, Annie Reynolds, Belle Wallace, Mary E. Davis, E. C. McCausland, and Mabel Fitzwater elected substitute teachers.

Janitors elected and assigned.

Demands audited.

SEPT. 19.—Leave of absence granted to Margaret E. Glick.

Bids for the site in the Sixth ward read, Mrs J. McQuaid Santa Fe ave and Washington, \$1000.00; J. N. Kerchival, Santa Fe ave. and Alamo st, \$1,050.00; Mrs. Alice Weyse, Santa Fe ave. and Washington, \$1400.00.

Mrs. Weyse's offer was accepted.

Kindergarten teachers elected and assigned.

Substitute teachers elected.

Demands approved.

Mr. F. M. Ambrose elected janitor of the High School.  
Mr. H. W. Cowles elected janitor of the Spring st. school.

OCT. 3.—Resignation of Miss Ida L. Blodgett as teacher.

Plans of Mr. Muchmore for moving the old Seventh st. building were adopted.

Taxes on the Pritchard st. school referred to the City Attorney.

Demands approved.

Text-book (German) adopted for the High School.

Mrs. Laura Dunlap, Misses Lizzie Miles, C. Marie Halvorsen and Mr.

W. J. Fitzgerald elected substitute teachers.

Janitors allowed two weeks extra pay for cleaning buildings during vacation.

On reconsideration of the vote, Mr. E. Fitch was elected janitor of the High School.

OCT. 17.—Demands approved.

Improvements allowed in the different schools at the Building Committee's request.

Janitors elected.

Miss Louise Hutchingson elected assistant drawing teacher at a salary of \$100.00 per month.

Mrs. J. P. Rice elected teacher of music.

Mrs. C. S. Wills granted permission to introduce cooking in Spring and Amelia st. schools.

NOVEMBER 7.—No quorum.

Petition to have Bartlett st. graded.

City Attorney on the abstract of the Santa Fe ave. and Washington st. site.

Contract with Odemar Bros. for a cement side-walk on Temple st.

Demands approved.

Hugh Todd's plans for enlarging Spring st. school adopted.

Resignation of Mrs E. A. West as teacher.

School hours fixed from 9 to 12 m. and 1 to 3 p. m.

DEC. 5.—No quorum.

DEC. 9.—No quorum.

DEC. 12.—Demands approved.

Holiday vacation fixed.

Clerk instructed to advertise for bids for moving the old Seventh st. school.

Resignation of Miss Jessie F. De Wolfe as teacher.

Mrs. N. D. Mayhew elected as Principal of kindergartens.

Miss Mary A. Davis elected as teacher.

DEC. 19.—Demands approved.

DEC. 27.—No quorum.

DEC. 30.—Bids for moving the old Seventh st. school were opened.

E. Bowen was given the contract at \$1,293.00.

Demands approved.

Yard at Castelar st. school to be graded.

Misses Florence B. Ebey, May Stansbury, Addie Samuels, Clara Houghton and Leona Lebus elected teachers.

High School teachers' salaries raised.

Miss Alice Gray's salary raised to \$80.00 per month.

JAN. 3, 1893.—New Board of Education was called to order by Clerk Baker.

Dr. C. T. Pepper was elected President.

Bond of E. Bowen for moving the Seventh st. School approved.

Mr. H. P. Platt was elected Clerk.

Committees announced by President Pepper.

*Finance*—Patty, Platt and Wills.

*Building, Siles and Repairs*—Stein, Ashman and Buehler.

*Furniture and Supplies*—Platt, Stein and Buehler.

*Teachers and Salaries*—Trask, Buehler, Platt, Mrs. Hughes and Dr. Wills.

*Rules and Classification*—Trask, Buehler, Platt, Mrs. Hughes and Dr. Wills.

*Janitors and Printing*—Platt, Trask and Ashman.

*Visiting*—Mrs. Hughes, Platt and Dr. Wills.

*Insurance*—Buehler, Ashman and Trask.

*Ways and Means*—Dr. Wills, Platt and Patty.

JAN. 16—Appearance of Mr. Fitzgerald before the Board in regard to his election as teacher, which he claimed.

Petition to have Bartlett st. graded.

Statement of expenditures by the Superintendent.

Demands approved.

Miss H. T. Swanwick elected a substitute teacher.

Meeting nights changed to 2nd and 4th Mondays of calander month.

Mrs. Ludlum engaged to teach High School graduates elocution.

Reconsideration of the vote whereby the teachers in the High School had their salaries raised, and the old schedule readopted.

JAN. 23.—Petition to grade and curb Bridge st.

Demands approved.

Office of Clerk of the Superintendent abolished.

Special committee on investigation of charges against the Board appointed.

FEB. 13.—Teachers' Salary Fund created.

Communication from the Industrial Association.

Mr. Carlos Bransby and Miss Kate Brousseau elected teachers of Spanish and French languages in the High School.

Mrs. Laura M. Fortson, Misses Rebecca E. Griffin, and Sarah L. Putnam elected teachers.

Miss Frances V. Harrow assigned to the High School.

Report of the special committee on investigation of charges against members of the Board and resolution in regard to the same.

Mr. Bowen granted further time to finish his contract.  
Resolution on music.  
Special committee on inventory appointed.

**FEB. 27.—Demands approved.**

Permission to use a room in the Castelar st. school for cooking granted to the Industrial Association.  
Report of the Teachers' Committee on election of teachers and assignments and transfers made.  
Election of substitute teachers.  
Charges against Miss Tracy referred to the Teachers' Committee.  
Office of Clerk of the Board abolished and that of Secretary created.  
H. P. Platt elected as Secretary and salary fixed.  
Special committee appointed to confer with the Council in regard to more buildings for the department next year.

**MARCH 13.—Demands returned by City Auditor.**

Said demands passed over the Auditor's veto.  
Mrs. A. E. Crawford and Miss Lottie A. Clark elected substitute teachers.  
Miss Eva Griswold and Eva Frank elected teachers.  
Miss Leviele transferred to the High School.  
Salaries of Misses Leviele and Harrow in High School fixed at \$100.00 per month.  
Teachers' Committee report on the charges against Miss Tracy by Mrs. Clausen, and vindicate her unanimously.  
Janitors elected.  
Old rules adopted for balance of the school year.  
Text-books adopted for the High School.

**MARCH 27.—Application for Census Marshal.**

Demands approved.  
Secretary instructed to advertise for bids for sale of the Railroad st. site.  
Mr. A. B. Whitney elected Census Marshal.  
Approval of the appointment of Census Marshal by Supt. Friesner.  
Deputy Supt. A. E. Baker granted leave of absence for one week.

**APRIL 10.—Health Officer's report.**

Bids received for sale of the Swain st. cottage.  
Cottage sold to W. W. Everett for \$80.00.  
Bids on the Railroad st property: Poindexter & List, offer \$1,810.00 net; Llewellyn Bros. offer to give \$200.00 and exchange lot on Bloom st. adjoining the Ann st. school.  
Llewellyn Bros. offer accepted.  
Financial statement by the Finance Committee.  
Demands approved.  
Miss Lottie A. Clark elected a teacher.  
Resolution adopted that no teacher shall be elected that does not hold a Grammer grade certificate.

Photographs ordered for the World's Fair Educational Bureau.  
 Reconsideration of the vote on the Census Marshal's salary and the same fixed at \$6.00 per day for Marshal and \$3.00 for deputies.  
 Open letter to the City Council regarding transfer of money.  
 Miss McDonald, Principal Macy st. school. granted leave of absence and Mrs. E. J. Betts transferred to the place.  
 Miss Elizabeth Mills elected a teacher.

MAY 8.—Application to teach High School graduates from Mrs. Ludlum. Demands approved.  
 Resignation of Mr. W. M. Friesner as Superintendent of Schools.  
 Committee appointed to draft resolutions in respect to Mr. W. M. Friesner.  
 J. M. Griffith elected a teacher in the night school, vs. Mr. Lyon, resigned.  
 Resolutions, agreement and bond of Llewellyn Bros. read, and President and Secretary authorized to sign the same.  
 Resolution adopted regarding the introduction of cooking and sewing in the public schools.

MAY 10.—Special meeting. Census Marshal's report read  
 Bond of Llewellyn Bros. accepted.

MAY 22.—Applications for Supt. of Buildings.  
 Applications for Supt. of City Schools.  
 Demands approved.  
 Miss Cora Foy elected to teach elocution to the graduates of High School.  
 Report of the committee on estimates for the ensuing year.  
 Report of the special committee on resolutions in respect to Mr. W. M. Friesner.

JUNE 12.—Applications for position of Superintendent of City Schools.  
 Application for Deputy Superintendent of Schools.  
 Resignation of Miss K. C. Wambold of the High School.  
 Resignation of Miss Elizabeth A. Packard, Prin'l of the High School.  
 Motion to grant suitable testimonials to above teachers.  
 Bills audited.  
 Report of the teacher in music and the standing of the teachers.  
 Petition from property owners to grade Third st., signed.  
 Mr. Le Roy D. Brown elected City Superintendent of Schools.  
 Mr. A. E. Baker elected as Deputy Superintendent for the month of July.  
 Mr. Axtell elected Superintendent of Buildings.  
 Mr. Charlton elected Asst. Supt. of Buildings.

JUNE 22.—Resignation of Mrs. Ida M. Harris, Miss Margaret L. Benedict, and Mrs. Mary L. Friend.  
 Reading of ordinance from the City Attorney in regard to the election for issuing bonds for School purposes.  
 Communication from the city teachers asking the Board to make appointments as soon as July 3rd, 1893.  
 Bills audited.

JUNE 28.—The schedule of salaries for the ensuing year fixed.

## SCHEDULE OF SALARIES.

For the Year Commencing July 1st, 1893, and Ending June 30th, '94.

	Per Month
City Superintendent of Schools.....	\$ 225.00
Deputy Supt. of Schools.....	150.00
Secretary of the Board of Education.....	60.00
Principal of the High School (per year).....	2000.00
Vice-Principal of the High School (per year).....	1800.00
Principal Mathematical department (per year).....	1800.00
Principal Natural Science department (per year).....	1800.00
Principal Classical department (per year).....	1800.00
All other regular teachers in the High School (per year).....	1200.00
Principal of the Spring st. School.....	150.00
Principals of 8-room buildings.....	120.00
Principals of 4-room buildings and Principal Normal building...	100.00
Teachers in Second and Third grades.....	75.00
All other Primary and Grammar grade teachers.....	80.00
Directors of Kindergartens.....	60.00
Assistants in Kindergartens.....	40.00
<b>SPECIAL TEACHERS.</b>	
Principal of Kindergartens.....	100.00
Principal of Drawing.....	130.00
Assistant Drawing teacher.....	100.00
Principal of Writing.....	110.00
Principal of Calisthenics.....	100.00
Principal of Music.....	80.00
Teacher of Spanish.....	80.00
Teacher of French.....	60.00
Teacher of German.....	60.00
Principal of Night School.....	50.00
Assistant in Night School.....	40.00
Superintendent of Buildings and feed of horse.....	110.00
Assistant Supt. of Buildings and feed of horse.....	80.00
<b>JANITORS.</b>	
High School.....	125.00
Spring st. School.....	75.00
9-Room Buildings.....	50.00
8-Room Buildings.....	45.00
5-Room Buildings.....	30.00
4-Room Buildings.....	25.00
2-Room Buildings.....	15.00
1-Room Buildings.....	10.00

## SCHOOL SITES

Owned by the Board of Education of the City of Los Angeles, Calif.

*Arroyo Seco Ave Site.*—Donated to the Board of Education by A. H. Judson in 1884, but no deed given. Title acquired in October, 1889, after five years peaceful possession. Size: 150 feet on Arroyo Seco Ave.; 180 feet on Cypress st. Map recorded in book 4, p. 570. Being part of lot 36, Hunter Highland View Tract.

*Swain Street Site.*—Bought November 8th, 1889, from James Connor et ux., Sherman Smith and Milton Smith, for \$3000.00. Being lots 1, 2, 3, 4 and part of 5 re-subdivision of lots 3, 4, 5, 6, Block A, and 3, 4, 5, 6, Block B, Smith and Swain's division of Hawthorn Tract. Size: 178 ft. on Griffin ave. (East); 199 ft. on Swain st. (North); 168.23 ft. on Alley (West); — ft. on South. Deeds recorded in book 604, p. 309, and book 607, p. 199. Map recorded in book 34, p. 53, Miscellaneous Records.

*Truman Street Site.*—Donated May 12th, 1884, by E. M. Hamilton for \$1. Being lots 15 and 16, block 2, Hamilton Tract. Size: 75.7 ft on Truman st.; 157.4 ft. on Humboldt st.; 103.25 ft. on Alley; 155 ft. on N. W. side; Deed recorded in book 123, p. 193; Map recorded in book 5, p. 524.

*Chesnut Street Site.*—Set aside by the City for school purposes. Size: 300 ft. on Chestnut st. and 165 ft. deep. Deed recorded in book ——— Map recorded in book 3, p. 164.

*Hellman Street Site.*—Bought February 2nd, 1878 from J. S. Griffin, John G. Downey and H. M. Johnson for \$1, and on condition that a school house costing not less than \$2000 be erected thereon, and that pepper trees be kept growing on the sidewalks. Being triangular block D, East Los Angeles. Size: 330 ft. on Lecouvreur st., 370 ft. on Hellman st., and 165.50 ft on Hoff st., now Pasadena ave, Deed recorded in book 60, p. 632. Map by F. Lecouvreur, December, 1873, E. L. A.

*Pritchard Street Site.*—Bought October 26th, 1889, from A. L. Willis et ux., for \$1000. Being lots 1, 2, 3, 4, Block N, Elia Hills Tract. Size: 200 ft. on Pritchard st. and 150 ft. on Flora st. Deed recorded in Book 605, p. 231. Map recorded in Book 14, p. 3, Miscellaneous Records.

*Gates Street Site.*—Bought October 19th, 1880, from J. E. Yoakum for \$4000. Being lots 6, 7, 8, 9, Block 2, Vignes Tract. Size: 120 ft. each on Thomas and Gates sts., and 330 ft. deep, 15-foot alley on the South. Deed recorded in Book 606, p. 257. Map recorded in Book 11, p. 90, Miscellaneous Records.

*Griffin Avenue Site.*—Bought July 1st, 1882, by the City from Pioneer Building Lot Association for \$1, on condition that a school-house be built and a school be maintained by the City. Being lots 7, 8, 17, 18, Block 1,

of said Pioneer Building Lot Association Tract, John Milner, President, and Joseph Kurtz, secretary. Size: 110 ft. each on Griffin ave. and Sichel st. and 330 ft. deep. Deed recorded in Book 90, p. 344. Maps in Book 3, p. 70, Miscellaneous Records. Deeded to the School Board by the City.

*Hayes Street Site.*—Bought Oct. 20th, 1891, from Mrs. Stella C. McLaughlin for \$2700. Being lots 1, 4, 5 and 8, Block 8, Chavez Tract. Size: 200 ft. on Hayes st. and 165 on Albion st. Deed recorded in Book 740, p. 246. Map in Book 5, p. 289.

*Castelar Street Site.*—Bought ..... Being lot 5 and east 82½ ft. of lot 10, Block 38, Ord's Survey; also lot 8, same block. Size: 120 ft. on Castelar st by 247½ ft. on College st. Size of lot 8: 120 ft. on Yale st. by 165 ft. deep.

*Sand Street Site.*—Bought August 31, 1885, from the City for \$2100. Being lots 1, 2 and 3, Block H, Fort Hill Tract. Size: 153.56 ft. on Sand st. by an average depth of 219 ft. (226 ft. on E. and 211.7 ft. on W.) Deed recorded in Book 146, p. 41. Map recorded in —

*Alpine Street Site.*—Bought November 9, 1883, from Charles M. Stimson for \$4500. Being lots 10, 11, 12, 13, 14, 15, Block 9, Beaudry Tract No 2. Size: 200.50 ft. on Ocean View st. by 131.30 on Virgin or Alpine st., and 128.40 ft. on Deep Water St. Deed recorded in Book 615, p. 192. Map recorded in Book 7, p. 63, Miscellaneous Records.

*Temple Street Site.*—Bought November 10, 1884, from Victor Beaudry for \$800. Being lots 12, 13, block 2, Ocean View Tract No. 1. Size: 103.40 ft. on Temple st. by 205 ft. deep. Deed recorded in book 129, p. 504. Also bought February 5, 1886 from T. E. Brown for \$600. Being lot 11, block 2, Ocean View Tract No 1. Size: 51.70 ft. by 180.70 ft. Total size: 155.10 ft. on Temple st. by an average depth of 199 ft. (217.60 ft. deep on E. and 180.70 ft on W.) Deed Recorded in book 151, p. 403. Map recorded in book 5, p. 392, Miscellaneous Records.

*Grafton Street Site.*—Bought July 3, 1888 from P. M. Scott for \$1. Being lots 36, 37 and 38, block 1, P. M. Scott Tract. Size: 120 ft. on Grafton st. by 120 ft. deep. Deed redorded in book 512 p. 180. Map recorded in —

*Casco Street Site.*—Bought June 17, 1890 from George H. Hutchinson for \$2400. Being part of lot 17 and all of lots 18, 19, 20, block 5 Hutchinson Tract. Size: 197 ft. on Temple st. and 150 ft. on Casco st. Deed recorded in book 665, p. 78. Map recorded in book 13, p. 36.

*Alvarado Street Site.*—Bought December 30, 1887 from B. S. Hays for \$6000. Being lots 1, 2, 3, 4, block 6, Hays Tract. Size: 125 ft. on First st. by 200 ft. deep on Alvarado and Newhall sts. Deed recorded in book 369, p. 157. Map recorded in book 25, p. 37, Miscellaneous Records.

*Union Avenue Site.*—Bought December 2, 1889, from Charles W. Clark, John F. Mendenhall, David L. Grove, Ellen G. Bucklin and W. N. Bucklin for \$4,900. Being lots 13, 15, 17, block B, Colina Park Tract.



Size: 180 ft. on Union ave. by 140 ft. deep. Deeds recorded in book 607, p. 299 and 300, also book 615, p. 251 (Three deeds.) Map recorded in book 7, p. 37, Miscellaneous Records.

*Fremont Avenue Site.*—Bought November 25, 1889, from Matilda A. Blanchard for \$5,500. Being lots 15, 16, 17, block 7, Woolen Mills Tract. Size: 180 ft. on ~~Freemont~~ Fremont ave. by 165 ft. deep. Deed recorded in book 623, p. 21. Map recorded in book 42, p. 407, Miscellaneous records.

*Pearl Street Site.*—Bought June 17, 1875, from R. M. Widney for \$1000. Being lots 7, 8, block 13, Reservoir Lands. Size: 120 ft. on Pearl st. by 165 ft. deep. Deed recorded in book 43, p. 547. Map of George Hansen and L. Sebold, March, 1872.

*Spring Street Site.*—Bought June 7, 1883, from A. T. Currier for \$12500. Being lots 2 and 7, block 13 Ord's Survey. Size: 120 ft. on Spring st. and Broadway by 330 ft. deep. Deed recorded in book 105, p. 286.

*Eighth Street Site.*—Donated June 1, 1875, by Jacob Weixel. No consideration. Being lots 1 and 2, block 28, Ord's Survey. Size: 240 ft. on Grand ave. by 165 ft. deep. Deed recorded in book 37, p. 154.

*Tenth Street Site.*—Bought from Mrs. Katharine Fitzgerald for \$48.00. Being lots 1, 2, 3, 4, Block G, Fitzgerald Tract. Size: 188.84 ft. on Tenth st. by 138 feet deep, 12 ft. alley on S. Deed recorded in book 399, p. 143. Map recorded in book 24, p. 23, Miscellaneous Records.

*Sixteenth Street Site.*—Bought December 18, 1832 from B. Cohn for \$1100. Being lots 6, 7, 8, 9, 10, 11, block K, Morris Vineyard Subdivision. Size: 150 ft each on Sixteenth and Seventeenth sts. by 261 ft. deep. Deed recorded in book 98, p. 130. Map recorded in book 4, p. 555, Miscellaneous Records.

*Seventeenth Street Site.*—Bought September 6, 1875, from John. G. Downey and Alvinza Hayward for \$700. Being lot 3, block 2, Bell's Addition. Size: 1.25 acres. Deed recorded in book 43, p. 551. Map recorded in book 2, p. 467, Miscellaneous Records.

*Thirtieth Street Site.*—Bought December 6, 1887, from John Maskell for \$4500. Being lots 16, 17, 18, Maskell Tract. Size: 143.5 ft. on Thirtieth st. by 164.80 ft. deep. Deed recorded in book 359, p. 148. Map recorded in book 21, p. 23, Miscellaneous Records.

*San Pedro Street Site.*—Nothing can be learned about the south half of this site, which is about 93 ft. front on San Pedro street and about 355 ft. deep. North half of this site purchased July 22, 1890, from Mrs. Alice Marlette for \$2500. Size: 93.6 ft. on San Pedro st., 98.05 ft on rear. South side 356 ft. North line 353 ft. Deed recorded in book 662, p. 160.

*Staunton Avenue Site.*—Bought October 25, 1889 from Geo. L. Arnold for \$2280. Being lots 81, 82, 131, 132, 133, 142, 143 and 144, block B, Meade and Dalton Tract. Size: 160 ft. by 260 ft. Deed recorded in book 606, p. 255. Map recorded in book 37, p. 50, Miscellaneous Records.

*Santa Fe Avenue Site.*—Bought of Mrs. Alice W. Weyse on the 19th of December, 1892, for \$1400. Description:—A lot of land on the west side of Santa Fe ave., beginning at a point on the west side of said ave., distant north  $3\frac{1}{4}$ , east 6.53 chains from the intersection of the west line of said ave., with the southern patent boundary line of the city of Los Angeles as at present recognized, thence north 67, west 200 ft, thence south  $3\frac{1}{2}$  west 180 ft, thence south 67 east 200 ft. to the west line of Santa Fe ave., and thence along the same north  $3\frac{1}{4}$  east 180 ft to point of beginning.

*Seventh Street Site.*—Bought October 22, 1884, from Earl B. Miller and W. G. Cochran for \$625. Being 150 ft. on Seventh st. and 170 ft. on Lemon st., of the E. B. Miller Tract. Deed recorded in book 129, p. 501. Map recorded in book 13, p. 91, Miscellaneous Records.

*Ninth Street Site.*—Bought October 31, 1889 from Mary A. Denison for \$60.0. Being lots 11, 19, 20, 21, 22, block B, Denison Tract. Size: 224 ft. on Stanford ave., 174 ft. on Ninth st. and 166.68 ft. at right angle to Stanford ave. Deed recorded in book 607, p. 198. Map recorded in book 29, p. 85, Miscellaneous Records.

*Hewitt Street Site.*—Bought April 24, 1876, from Milton Thomas, Thomas A. Garey and H. J. Crow for \$570. Being lots 12, 14, 16, block E, Thomas Tract. Size: 120 ft. on Garey st. by 120 ft. deep. Deed recorded in book 43, p. 553. Also bought September 20, 1882, from Alex Forbes for \$750. Being lots 11, 13, 15, block E, Thomas Tract. Size: 120 ft. Hewitt st. by 120 ft. deep. Total size: 120 ft. each on Garey and Hewitt sts., by 240 ft. deep. Deed to City recorded in book 95, p. 75. Map recorded in book 3, p. 60, Miscellaneous Records.

*Amelia Street Site.* Bought August 13, 1885, from Charles L. Ducommon for \$1800. Being lots H. I and J, Alanis Vineyard Tract. Size: 138 ft. on Amelia st. by 150 ft. deep. Deed recorded in book 144, p. 556. Also bought November 25, 1887, from Sherman Washburn, W. H. Blair and William Butler for \$2400. Being lot K, Alanis Vineyard Tract. Size: 46 ft. on Amelia st. by 150 ft. deep. Deed recorded in Book 334, p. 311. Map recorded in book 2, p. 526, Miscellaneous Records. Total size: 184 ft. by 150 ft.

*Ann Street Site.*—Bought November 25, 1889, from Peter P. Tomeney for \$4300. Being lots 1, 2, 3, 4, block 4, Mills' subdivision of Sabichi Tract. Size: 200 ft. on Magdalena st. by 100 ft. each on Ann and Bloom sts. Deed recorded in book 615 p. 190. Map recorded in book 5, p. 434, Miscellaneous Records. Also bought Bloom st. lot, adjoining the Ann st. site. Being lot 6, block 4 of Mills' subdivision of the Sabichi Tract, from Llewellyn Bros. by exchange for the Railroad st. property known as lots 1, 2, 3, and the northeasterly 50 ft. of lots 13 and 14, block 1, of Mills' subdivision of Sabichi Tract, and \$200 cash. Deed recorded in book 7, p. 434 of Miscellaneous Records.

*Macy Street Site.*—Bought August 14, 1875, from Brooklyn Land & Building Co., A. H. Judson, President, and J. L. McAllister, Secretary, for

‡400. Being 120 ft. on the West (Arroyo); 165 ft. S. W. (Macy st.); 32 ft. S. E. (Bridge st.); 325 ft. S. E. (Bridge st.); 428 ft. N. E. (Brooklyn ave.); containing 1.24 acres. Deed recorded in book 43, p. 549. Map by Moore & Kelleher.

*Corwell St. Site.*—Bought November 10, 1889, from Charles Charnock for \$3000. Being lots 9, 10, 11, 12, 13, 14, block A, Soto st. Tract. Size: 252 ft. on Grant ave., and 162 ft. each on Cornwell and Laura aves. Deed recorded in book 607, p. 196. Map recorded in book 31, p. 35, Miscellaneous Records.

*Breed Street Site.*—Given December 8, 1879, by W. H. Workman and wife, in consideration of erection and maintenance of a school. Being lots 2, 4, 6, block B, Boyle Heights Tract, subdivision of lot 6, block 60, Hancock's Survey. Size: 180 ft. on New York ave., by 148 ft. on Breed st. Deed recorded in book 71, p. 287. Map recorded in book—

*First Street Site.* Bought December 21, 1889, from Mrs. Ellen Jane Kensella for \$3000. Being lots 1, 2, 3, 4, of James Kensella's subdivision of part of lot 6, block 73, Hancock's Survey of City Donation lots. Size: 185 ft. on First st., 142.8 ft. on Savannah st., and 143.55 ft. deep opposite Savannah st. on east side lot 4. Deed recorded in book 620, p. 205. Map recorded in book 22, p. 51, Miscellaneous Records.

*Euclid Street Site.*—Bought December 21, 1889, from I. B. Newton for \$2000. Being lot 1, of the Alta Vista Tract. Size: 243.64 ft. on Euclid st. and 200 ft. on Stevenson ave. Deed recorded in book 636, p. 267. Map recorded in book 26, p. 33.

*High School Site.*—On Castelar st. Set aside by the City Council for a High school building. Size: 198 ft. on Castelar st. and 232 ft. deep.



## BOUNDARIES OF SCHOOL DISTRICTS.

For the convenience and guide to parents and children the following School Districts and their boundaries have been established.

These are not permanent, unalterable lines, but may be changed as population shifts and buildings are enlarged.

All boundaries are described by beginning at the N. W. corner, thence to the right around the district to place of beginning.

*District No. 1.*—Arroyo st. building, cor. Cipress st. Boundaries: North City line, Santa Fe Ry. track and the river. This district accommodates only first and second grades.

*District No. 2.*—Swain st. building, cor. of North Griffin ave. Boundaries: North City line to Griffin ave., straight line south to Alta, Thomas, Summit, Sichel, Primrose, Pasadena, Kuster, Barranca and Wells sts. and Santa Fe Ry. Accommodates first four grades.

*District No. 3.*—Chestnut st. building, near Pasadena ave. Boundaries: Santa Fe Ry., Truman st. and Los Angeles river. Accommodates first six grades.

*District No. 4.*—Hellman st. building, cor. Pasadena ave. Boundaries: Santa Fe Ry., Well, Barranca, Kuster, Pasadena, Primrose, Sichel, Hawkins, Hellman and Truman sts. Accommodates all grades from kindergarten to eighth, except the sixth grade which is in the Chestnut st. building.

*District No. 5.*—Gates st. building, near Downey ave. Boundaries: North City line, East City line, Lancaster, Soto, Griffin, Mission, Hancock, Downey, Sichel, Summit, Thomas sts. and extension of Alta st. to North City line. Accommodates first seven grades.

*District No. 6.*—Griffin ave. building, near Darwin ave. Boundaries: Hawkins, Sichel, Downey, Hancock and Mission Road to Wabash ave.; thence directly North to Chestnut and to Hawkins sts. Accommodates first four grades.

*District No. 7.*—Hayes st. building, cor. Albion st. Boundaries: Downey ave., Hellman, Hawkins, Chestnut sts.; South to Wabash ave., Orizaba st., Alhambra ave. and the river. Accommodates kindergarten, first four grades and seventh grades.

*District No. 8.*—Castelar st. building, cor. College st. Boundaries: Los Angeles river, Southern Pacific Ry. tracks, San Fernando, Alameda, Olivera, The Plaza, Bellevue, Rosas, Adobe, Effie and Figueroa sts. Accommodates kindergarten and first six grades.

*District No. 9.*—Sand st. building, near Castelar st. Boundaries: Bellevue ave., The Plaza, Los Angeles, First, Flower and Pearl sts. Accommodates the eight grades.

*District No. 10.*—Alpine st. building, cor. of Centennial st. Boundaries: Effie, Adobe, Rosas, Bellevue, Pearl, Temple, Fremont, Pink and Figueroa sts. Accommodates kindergarten and first six grades.

*District No. 11.*—Temple st. building, near Edgeware Road. Boundaries: Reservoir, Figueroa, First, Lake Shore, Temple, Belmont, Kent and Alvarado sts. Accommodates all grades from the kindergarten to the eighth grade.

*District No. 12.*—Grafton st. building, near Edgar st. Boundaries: North City line, the river, Figueroa, Reservoir and Alvarado sts. Accommodates first two grades.

*District No. 13.*—Casco st. building, cor. of Temple st. Boundaries: North City line, Alvarado, Kent, Belmont, Temple, Alvarado and First sts., and west City line. Accommodates first four grades.

*District No. 14.*—Union ave building, near West First st. Boundaries: First, Alvarado, Temple, Lake Shore, Lucas and Orange sts. and west City line. Accommodates first six grades.

*District No. 15.*—Fremont ave. building, near West Second st. Boundaries: First, Figueroa, Pink, Fremont, Temple, Flower, First, Grand ave., Seventh and Lucas sts. Accommodates kindergarten and first five grades.

*District No. 16.*—Normal School building, Fifth st. and Grand ave. There are no boundaries for this school. The attendance is voluntary. Pupils go from any part of the City and are admitted in the order in which they apply until the rooms are filled.

*District No. 17.*—Spring st. building, near Sixth st. Boundaries: First, San Pedro, Seventh, Main, Broadway, Seventh and Grand ave. Accommodates kindergarten and all grades.

*District No. 18.*—Eighth st. building, cor. of Grand ave. Boundaries: Seventh, Broadway, Main, Twelfth, Flower, Pico and Georgia Bell sts. Accommodates the eight grades.

*District No. 19.*—Tenth st. building, cor. of Buckley st. Boundaries: Orange, Lucas, Seventh, Georgia Bell and Pico sts., and West City line. Accommodates first six grades.

*District No. 20.*—Sixteenth st. building, near Hill st. Boundaries: Twelfth, Los Angeles, Twenty-third and Flower sts. Accommodates kindergarten and the eight grades.

*District No. 21.*—Seventeenth st. building, cor. Georgia Bell st. Boundaries: Pico, Flower and Twenty-third sts., and West City line. Accommodates kindergarten and the eight grades.

*District No. 22.*—Thirtieth st. building, near Main st. Boundaries: Twenty-third st., Central ave, South and West City lines. Accommodates kindergarten and the eight grades.

*District No. 23.*—San Pedro st. building, near Washington st. Boundaries: Fourteenth, Central, Twenty-third and Los Angeles sts. Accommodates kindergarten and first four grades.

*District No. 24.*—Staunton ave. building, near East Sixteenth st. Boundaries: Tenth, Alameda and Ninth sts., Los Angeles river, south city line and Central ave. Accommodates first four grades.

*District No. 25.*—Seventh st. Building, cor. Lemon st. Boundaries: Fifth st., river, Ninth and Alameda sts. Accommodates first six grades.

*District No. 26.*—Ninth st. building, cor. Stanford ave. Boundaries: Seventh, Los Angeles, Fifth, Alameda, Fourteenth, Los Angeles, Twelfth and Main sts. Accommodates kindergarten and the eight grades.

*District No. 27.*—Hewitt st. building, near East First st. Boundaries: First, Alameda and Banning sts., river, Fifth and San Pedro sts. Accommodates kindergarten and the eight grades.

*District No. 28.*—Amelia st. building, near Jackson st. Boundaries: Macy st., the river, Banning, Alameda, First, Los Angeles and Olivera sts. Accommodates kindergarten and first six grades.

*District No. 29.*—Ann st. building, cor. Magdalena st. Boundaries: Los Angeles river, Macy and Alameda sts., and the Southern Pacific Ry. tracks. Accommodates kindergarten and first six grades.

*District No. 30.*—Macy st. building, junction Brooklyn and Bridge sts. Boundaries: Alhambra, Orizabo, Wabash, Enchandia, Bridge, Bailey, First, Boyle and Fourth sts., and the river. Accommodates first five grades.

*District No. 31.*—Cornwell st. building, cor. Sheridan st. Boundaries: Mission, Griffin and Lancaster sts., East City line, Brooklyn, Fickett, Michigan, Bailey, Bridge, Enchandia and Wabash sts. Accommodates kindergarten and first four grades.

*District No. 32.*—Breed st. building, cor. East Third st. Boundaries: East Fourth, Boyle, East First, Bailey, Michigan, Fickett, Dearborn and Stephenson sts., East City line, South City line and the river. Accommodates kindergarten and the eight grades.

*District No. 33.*—East First st. building, cor. Savannah st. Boundaries: Brooklin ave., East City line, Stephenson, Dearborn and Fickett sts. Accommodates first four grades.

High School: Castelar and Rock sts. District, the whole City.

Night School: In the Spring st. building. District, the whole City.



## PRESIDENT'S ADDRESS

AT THE HIGH SCHOOL COMMENCEMENT, JUNE 27th, 1893.

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At this juncture it is but fitting that I should, on behalf of the Board, say a few words to the citizens of Los Angeles as well as to the Graduating Class.

The Board of Education would say that the school year of 1892 and 1893 was fairly successful, when we consider the overcrowded condition of the Public Schools and their inadequate facilities. You must note the fact that the school children in our City are rapidly increasing in number; that it will tax our efforts and capacity to the utmost to properly provide for this increase. In order that you may know something of the actual condition of affairs, let me give you a few facts based on our statistics; the number of school children, according to the school census of 1892, was 11,830; the number, according to that of 1893, is 13,089. Here is a gain of 1,259 in one year which must be cared for. What will be the gain of the year 1894?

I venture to predict that it will be much greater. Here then is the most powerful appeal that can be made to the ordinary citizen and taxpayer. Bear in mind the schools were already greatly overcrowded before the census of 1893 was taken. What will you do with this excess when added to the gains of '93 and '94? There can be but one answer. You must give us additional school facilities.

The Board, after due deliberation, have decided that the 1st Ward should have 8 additional rooms at a cost of \$14,400; the 2nd Ward, 8 additional rooms at \$22,400; the 3rd Ward, 8 additional rooms at \$12,450; the 4th Ward, 4 additional rooms at \$13,200; the 5th Ward, 8 additional rooms at \$25,400; the 6th Ward, 8 additional rooms at \$22,400; the 7th Ward, 8 additional rooms at \$28,400; the 8th Ward, 4 additional rooms at \$12,000; the 9th Ward, 4 additional rooms at \$9,000; which amounts respectively including the purchase of suitable sites and necessary school furniture and apparatus for school purposes, making a total of \$159,650.00. The difference in the estimates of the several Wards being mainly due to the difference in the price of real estate and the number of school children to be accommodated.

We are compelled to ask you for this money, by voting us the Bonds for that purpose, and surely no citizen can hesitate to vote for the bonds when he considers that this rapid increase in the number of school children is a sure index of our rapidly increasing prosperity.

It is the real basis of our property values and points to our greatness as a city in the immediate future.

I would furthermore respectfully call your attention to the fact that the High School is crowded to repletion, its greatest capacity is 600; there are now therein 580 pupils. We estimate that for 1893 there will be 250

promotions to the High School. This means that for the year 1894, 250 High School pupils will be unable to gain admission to the High School building.

Various changes have been and will be made in the school service; the most important of which is that in the office of City Superintendent of Schools. Mr. Friesner retires with our best wishes for his health and future usefulness. Mr. Le Roy D. Brown takes his place supported by our most ardent desire, for his complete and most undivided success. His evident anxiety to do his whole duty, coupled with his most flattering record, is the basis of our confidence in his future career. His reputation as an educator is already known to you. He will infuse his spirit into the entire service and bring it up to the highest degree of efficiency. Los Angeles expects everyone to do his duty, and Mr. Brown, with the able assistance of those under him, will see that this highly coveted object is attained.

*To the Graduating Class:*

We say, "God Speed You."

This is your commencement day, commencing for many of you, at least, a life of earnestness and usefulness. The high ideals formed in the minds of many of you, during your school experience, must now be wrought out in actual destiny. The rose color, to many of you doubtless, has been upon the landscape, and castles in the air, enchanting in the beauty and architecture, have been flitting before your youthful imaginations; but stubborn reality now confronts you and the meaning of life's struggles will soon be unfolded.

How will you acquit yourselves in the contest? Will the end disappoint the commencement?

These are the anxious questions now being asked by fond parents and devoted friends. Let me answer these questions for you here and now. My answer is, there will be no disappointment. Distrust of the future is defeat in advance. "In the bright lexicon of youth, backed by an upright manhood, there is no such word as fail."

Only fix your eyes upon the prize of a truly noble ambition, and your highest ideal, clung to with consecrated devotion, will be realized and manifested in life's highest and most manifold blessings.

This when understood, will be a tower of strength to you and enable you to enter the conflict with unflinching faith and courage.

Let me impress upon you this great truth, under all circumstances, "to yourselves be true," heed the voice of conscience, be, "diligent, active, brave," and you will have already plucked, from life's uncertainties, the golden flower of success. The State has performed the part of a loving mother to you all. She has panoplied her children with her choicest weapon, a generous education. You will not prove unworthy of it, but will hold the significance of this occasion in sacred memory.

Again, in the name of the State and the Authorities here assembled, I bid you "God Speed" upon the journey of Life.

DR. C. T. PEPPER, President.



## SUPERINTENDENT'S REPORT.

*To the City Board of Education:—*

MRS. HUGHES AND GENTLEMEN:—In compliance with law, the twentieth annual report (my eighth and last) of the public schools of this city, is respectfully submitted for the school year ending June 30th, 1893.

The year has been one of peace and progress, a year of honest work with good, appreciable results. The schools are so graded and classified that teachers are able to do the most and best work with the least loss of time. The only inconvenience experienced is in the half-day schools where the same work must be done in one session of three and one half hours that is done by other schools in two sessions amounting to four hours.

In these half days schools, the teachers and children are always hurried, therefore for this reason and because of the one long session, they both become more tired and do less thorough work. There seems to be no way to get entirely rid of these half-day schools in our rapidly and continuously growing city. No sooner is one part of the city relieved by new buildings than there is an overflow somewhere else, and when that want is supplied still another locality is crowded.

A certain region may be well provided with buildings and rooms at the opening of the school year and be crowded before the year closes. The remedy and the only one is build, build.

### NEW BUILDINGS AND ADDITIONS NEEDED.

Sites and buildings are now needed as follows, and are recommended for your careful consideration and presentation to the public.

#### SITES.

- One in the vicinity of the Castelar st. building.
- One in the vicinity of Sixth and San Pedro sts.
- One in the vicinity of Grand ave. and 23rd st.
- One in the vicinity of Macy and Date sts.
- One in the vicinity of Santee and Pico sts.
- A High School site south of Seventh st., and west of the river.

#### BUILDINGS.

- Enlarge Griffin ave or Hayes st. building to eight rooms.
- Erect an 8 room building on site near Castelar and College sts.
- Enlarge Fremont ave. and 10th st. buildings to 8 rooms each.
- Erect a 12-room building near Sixth and San Pedro sts.
- Erect an 8-room building near 23rd st. and Grand ave.
- Remove Railroad st. building to site near Macy and Date sts.
- Enlarge Macy street building to eight rooms.
- Erect a 4-room building on the site near Santee and Pico sts.
- Erect a High School building to accommodate 500 pupils.
- These additional facilities would afford relief in some places for one year and in others for two years probably.

## BONDED INDEBTEDNESS.

In 1899 bonds to the amount of \$200,000.00 were voted, issued and sold for the purpose of building the High School and the purchase of sites and erection of other school houses.

The bonds bear 5 per cent. interest and are of the 20 year series. There are still \$170,000.00 of them outstanding; but another \$10,000.00 will be paid in October, 1893.

## GENERAL STATISTICS.

Population of the city in .....	1880	1890	1893
	11,183	50,394	65,000
School census of city .....	3,202	10,867	13,089
School census age .....	5 to 17		
School attendance age .....	6 to 21		
Enrollment in Primary and Grammar Grades—Boys .....	5123		
Enrollment in Primary and Grammar Grades—Girls .....	5318		
Total .....	10,441		
Average daily attendance .....	7330		
Enrollment in High School—Boys .....	251		
Enrollment in High School—Girls .....	306		
Total .....	557		
Average daily attendance in High School .....	488		
Total enrollment for the city .....	10,998		
Total average daily attendance .....	7,818		
Per cent. of census population enrolled in the schools .....	84 per cent.		
Whole number of teachers employed .....	250		
Whole number of school houses .....	34		
Whole number of school sittings .....	9,225		
Number of visits made by Superintendent .....	1,047		
Number of visits made by Members School Board .....	630		
Number of visits made by other persons .....	8,032		
Number of days schools were in session .....	171		
Total value of school property .....	\$754,500		
Rate of school tax .....	\$0.114 on \$100		
Average monthly salary of male teachers in Primary and Grammar Grades .....	\$ 93.65		
Average monthly salary of male teachers in High School .....	103.33		
Average monthly salary of female teachers in Primary and Grammar Grades .....	74.65		
Average monthly salary of female teachers in High School .....	110.00		
Average monthly salary of all teachers .....	76.78		
Average time in months teachers have taught in this city .....	34		
Number of teachers who are graduates of California Normals .....	97		
Number of teachers who are graduates of other Normals .....	23		

## SCHOOL LIBRARY.

The plan adopted more than a year ago of circulating our school library through the city public library has worked well and is very satisfactory. By this plan the city is divided into four districts, to one of which books are distributed each week. The books are kept four weeks, when a new set is distributed.

The teachers are furnished with finding lists from the public library and make the selections for their respective schools. They also select from books belonging to the public library, thus having the benefit of both libraries at the same time without cost. The distribution of books is made by the Superintendent of Buildings, who has a horse and wagon, and requires an average of one day per week to bring in the old books and one day to take out the new set. The teachers are responsible for the books and no complaints have ever been made because of books being lost or soiled. I recommend that the next library fund be used for the binding of some books and the purchase of duplicates of the more popular books. On Saturdays the teachers whose turn it is to select books are allowed to go to the shelves with an assistant librarian and select their books, thus having the double advantage of the finding lists and the books themselves when making selections. During the past year the teachers have been permitted to take pictures from the library to their schools for use in object lessons, observation work, composition, etc.

## PROMOTIONS.

I am thoroughly convinced, after an eight years' trial in this city and a four years' trial elsewhere that the system of semi-annual promotions is far better than any other. Some of its advantages are that the pupil who fails of promotion loses only a half year instead of a whole one; pupils coming in from other schools during the year can be classed more nearly where they left off than where classes are a whole year apart; bright children who have been unfortunate in losing time from school for any reason are the more easily enabled to catch up with their classes by making up a half year at a time; there being two classes in each room a healthy rivalry often springs up between them; the lower class catches glimpses and hints of the work of the higher class, which makes their own work in the same class, when they reach it, much easier; promotions and demotions need to be made very rarely, and when they are made, do the one more good, because he does not undertake more than he can readily accomplish, and the other less harm, because he is not sent back so far as to utterly discourage him.

The method of making promotions, whether on written examinations or on teachers' estimates is one of much interest among school authorities in the past few years. It had long been the custom in this city to promote, in the first three grades or years, on the judgement of the teachers. And in as much as there seemed no good reason why the same thing could not be done in the other grades, it was adopted two and a half years ago.

In my first report after the plan had been used once, in 1891, I wrote as follows: "Pupils who were not satisfied were given the privilege of

being examined. But few went into the examinations, and only a very small fraction of one per cent. were successful, thus showing the estimates of the teachers to be almost correct on one side of the question. Whether they promoted too many or not, the next semester, to some extent, will tell.

"A recent writer on this subject thinks there is danger that teachers may become so careful of their own reputations that they will send forward only their brightest pupils.

"The other extreme is equally dangerous. The importunities of parents and the desire to promote a large number, thinking thereby to make a reputation, may lead teachers to send forward pupils who are not ready for a higher class. I have faith in the new plan and shall note its workings with care and interest."

After a trial of two and a half years I am prepared to give the plan of promotions on the judgment of the teacher and principal unqualified support and recommendation. When we had written examinations, at least one hundred pupils came and begged to have their promotion cards signed and allow them a trial in the next higher grade. Since the other plan has been adopted not ten pupils have asked this favor at any one time. The number of pupils asking to be examined had dwindled to two at the promotions of February, 1893. The danger which I thought might arise of teachers promoting too many pupils has never appeared. Any inclination teachers may have in this direction is offset by the principal whose desire it is that the schools in his building shall be well and evenly graded.

Written recitations are not neglected. They are often given, the results marked by the teacher, and handed back to the pupil so he may see his mistakes and errors and profit by them. Sometimes the written recitation is not marked or graded by the teacher any more than an oral recitation; sometimes pupils exchange papers and correct the work for one another.

This is the plan for marking: I. Represents 85 to 100 per cent.; II. 70 to 85 per cent.; III. 50 to 70 per cent.; IV. 0 to 50 per cent.

When a pupil has all II.'s on his card he is promoted without any question. Should he have one or two III.'s on unimportant subjects he may be promoted or recommended for trial by the teacher and principal. Should the III.'s be on essential studies, he is not promoted unless there be mitigating circumstances well-known to teacher and principal. Cards are marked and sent to parents at the middle of each semester, thus enabling both parent and pupil to know just what is necessary, if anything, by way of extra effort during the next two months. If a pupil is marked III on his card at the middle of the semester and by diligent effort receives I the next time, he may consider his average to be II and receive promotion provided all other work is satisfactory. There is no expressed desire on the part of any one to return to the old plan of written examination.

We hear nothing now about nervous and mental strain concerning examinations and promotions. We have also gained just four weeks per

year for instruction, which time heretofore was given up to four written examinations and the correction and grading of papers.

#### SUPPLEMENTARY READING.

As was stated in the report of last year, the World and its People Series and Information Readers No. 2 and 3 were introduced as supplementary readers in the grades beginning with the third year and extending through the seventh.

There were not enough of these purchased to go the rounds of the schools, so that a circulating system was devised, which allowed the books to remain two months of the year in each building, a time not quite sufficient for the completion of the books by some of the classes. This defect could be remedied by the purchase of a few more copies.

The books were found to be just adapted to our needs and the World and its People Series have paralleled the course in Geography, thus arousing new interest in that study, besides furnishing good material for reading lessons.

In the first and second grades, there should be provided supplementary readers such as involve in their stories the same words as our State reader.

It is earnestly recommended therefore that such books be furnished, as children of these grades may just as well read three times the matter they now read if the number of new words required of them is not materially increased.

#### CORPORAL PUNISHMENT.

While I am not in favor of the abolishment of corporal punishment, I believe the number of cases should be reduced to a very low minimum. There are no means of comparison with other cities, yet the number of cases in our schools is greater than seems to me really necessary. For the past year there are 532 cases reported. These cases were inflicted by 116 teachers, making an average of 4.58 per teacher; or an average of 2.13 for the whole corps of 250 teachers. One hundred and thirty-four teachers did not resort to this mode of punishment.

There were no cases in the High School and none in the Kindergartens.

#### SPELLING.

Spelling is one of the oldest and most important public school studies and should be well taught. The question has arisen among school authorities as to whether it can best be taught with or without a spelling book. The objection to the book is that children con an abstract list of words as it were, spell them to get rid of them, and make no applied use of them, or at least of many of them. For two or three years there has been no spelling book used in the schools of this city. The theory and practice are that spelling is always in order, whether it be in arithmetic lesson, the language, geography, observation work, music, drawing, or even in conversation. The children learn in this way to spell the words they use, and use the words intelligently which they spell. It is only by a careful

comparison between two cities, one using a book the other not, that the real test can be made. Such a comparison has been instituted but not yet completed. So far as tests have been made in our own schools, we believe the children spell even better than they did when using the spelling book.

#### MANUAL TRAINING.

The attention this subject is now receiving throughout the United States is such as to demand its most careful consideration by school authorities before its extensive adoption.

During the past year Mrs. Charlotte A. Wills and Mrs. T. D. Stimson have established cooking schools near the Spring and Amelia street school buildings, to which the children of these schools have been admitted. Through the efforts of these same charitably inclined ladies the Board of Education fitted up a room in the Castelar street school for the same purpose. The ladies furnished the room and a teacher without cost to the board and a course of most successful cooking lessons was carried on with girls mostly from the Orphans' Home. It is the intention, and certainly a desirable one, to continue these cooking lessons during the coming year and to introduce sewing in connection with them. When it is known that this very useful work is to be continued by the above named ladies without cost to the city, it becomes a matter on which the city should certainly congratulate itself. It is all the more a subject of congratulation because these ladies are conducting the experimental and most expensive stage of the work.

The desire that all girls should know how to cook and sew is as universal, or at least should be, as that they should read and write. But whether all boys should be able to work in wood, iron, brass, leather, cloth, glass, etc., seems to be another question for grave consideration at the present stage of the world.

It would certainly be desirable for the boy to be able to do all these things in a skillful way. But when the cost of buildings, and of machinery, and of skilled teachers, and the use the boy or man could make of the knowledge, are all carefully considered, it becomes a question as difficult to satisfactorily settle as the tariff, or the silver agitation.

#### CITY TEACHERS' INSTITUTE.

It always seemed a wise plan that the City and County Institutes should be held separately, because of the number of teachers and their diversified interests. There is now no longer any doubt as to the desirability of the division of the work.

The two Institutes of the past year—City and County—were the most successful and satisfactory ever held, and it was certainly because the work was planned and carried out according to the wants and desires respectively of the city and county teachers. There seems to be no desire to return to the old plan of one Institute.

The City Institute was held for three days preceding the Christmas holiday vacation. The morning sessions were held in sections composed of the teachers of the different grades or years and the work was done by

the teachers in a manner similar to the regular monthly section meetings. The exercises consisted of the reading of papers by teachers and class exercises or lessons with children by other teachers, after which followed free and profitable discussions. The afternoon sessions were held in the assembly room where all teachers convened with Prof. Earl Barnes of Stanford University and Prof. Elmer E. Brown of the State University for lecturers and instructors.

The work of these two gentlemen was so profitable and so well liked that our teachers could not wait a year before hearing them again. Therefore they raised a private fund and invited them to come again, so that much to our profit and instruction we had Prof. Brown for three nights in April and Prof. Barnes for three nights in May.

#### SECTION MEETINGS.

The monthly section meetings of teachers heretofore established were continued during the past year. These meetings are profitable not only for the opportunities for instruction and discussion afforded the teachers, but for business and social acquaintance as well.

The grades are grouped into sections as follows:—Teachers of the first grade or year compose the first section; the second and third grades the second section; the fourth and fifth grades the third section; the sixth, seventh and eighth grades the fourth section. The Kindergarten and High School teachers also met as separate sections. These section meetings afford an opportunity for unifying the work which can be accomplished in no other way; and as the city grows they will have an additional value to the Superintendent, who must do most of his work with the teachers through this channel.

#### CONDITION OF PUPILS' EYES.

I would respectfully call attention to the increasing number of school children who have weak or defective eye sight.

This may be caused by bright sunshine on glaring stone pavements or by other causes, some of them to be found in the school room, in the arrangement and color of the blackboards, the direction and amount of light, the kind of window shades, or the position of the pupil with reference to all of these.

Be the cause what it may, there are children who suffer, and whose parents are not able to care for them properly. Such children should be examined and treated for humane reasons, just as children are vaccinated at public expense.

#### KINDERGARTEN TRAINING SCHOOL.

Neither the State nor the City has made any provision for the training of kindergarten teachers. Now that the kindergarten is so firmly established in this city, there being 18 schools requiring 36 teachers, with a reasonable hope that more will be established, something official should be done by way of training teachers for this very important work.

The State having done nothing, the City should establish a training school under the supervision of a competent Principal of Kindergartens.

The expense of such a school could be largely, if not entirely, met by the tuition the pupil teachers would pay, and by the work they would gladly render as a part of their training.

In this connection there is opportunity to accomplish another much needed piece of work. The gap or step between the Kindergarten and the Primary grades is too wide. It should be closed and the work unified so there will appear no break between them. The authority and work of the Kindergarten trainer and Principal should extend into the first two or three years of the Primary grades and the work be thus properly brought together.

#### QUALIFICATIONS AND SELECTION OF TEACHERS.

This subject is one which annually agitates almost every city in the United States; and as long as the present methods, or anything like them, are pursued the agitation will continue.

As long as teachers must be selected by School Boards, some members of which do not have even a fair common school education themselves, that long will there be consternation and slaughter of good, competent teachers.

The plan by which teachers are parceled out pro rata among the different members of the School Board has been long and vigorously condemned, as practiced in a neighboring city. Notwithstanding this condemnation the same plan was adopted in this fair city of Los Angeles this year. It is hoped this good will come out of it—the plan will become so obnoxious that the people will arise in their might and reorganize the whole scheme of electing members of the Board, Superintendent and the teachers. When that time comes a splendid example may be found in the city of Cleveland, Ohio, where the Superintendent selects all teachers and is held absolutely responsible for their work and the success of the schools.

#### APPLICANTS.

All applicants for positions as teachers must appear *in person* before the Teachers' Committee, which meets in the Superintendent's office, room 25 City Hall, at 4 o'clock p. m. on the Saturdays preceeding the first and third Mondays of the calendar month.

Written applications are not considered until after personal application has been made.

Many applicants, after receiving this information, write a second letter to ask if some exception cannot be made in their case, as they cannot afford to come so far to make a personal application without first knowing what their chances will be when they get here. To this people we must say that on the other hand the Board cannot afford to encourage applicants to incur the expense of coming here with the possibility that they might not want them when they see them. They wish to see the applicants for that very purpose, that is, to determine what their chances are.

Each person must decide for him or herself whether to come or not, after receiving the above information.

No applicant will be considered who cannot present satisfactory evidence of at least one year's successful teaching in actual charge of a school.



Two years' successful experience or a Normal school graduate, is required to teach in the first grade.

Twenty-five to fifty teachers are required annually to fill vacancies and supply new schools. About half this number is required between the first of October and the first of June, while the schools are in session.

There is a State Normal school located in this city which graduates yearly more than fifty teachers, but as they are required to get a year's experience elsewhere before they can be employed in this city, and as most teachers make their contracts in July and August for a year, the supply of first-class teachers is not always equal to the demand from October to June.

#### CERTIFICATES.

Holders of Primary Certificates may teach in the first six grades; holder of Grammar Grade Certificates in the first eight grades; holders of High School Certificates in all grades.

All certificates are issued by the County Board of Education. We quote as follows from their rules:

"The examination of applicants for teachers' certificates shall be held semi-annually, beginning in June and December of each year.

5. Arithmetic, grammar and composition, and orthography shall be the test studies. Applicants who fail to obtain an average of 65 per cent. in these studies shall be excluded from further examination.

6. The subjects for examination, and the time and standard of credits shall be as follows:

#### FOR PRIMARY CERTIFICATES.

	Hours.	Credits.
1. Arithmetic. . . . .	2½	100
2. Grammar and Composition. . . . .	2½	100
3. Orthography. . . . .	½	100
4. Geography. . . . .	1½	50
5. United States History. . . . .	1¾	50
6. Word Analysis and Defining. . . . .	1	50
7. Physiology. . . . .	1	50
8. Penmanship and Elements of Book-keeping . . . . .	1½	50
9. Industrial Drawing . . . . .	1½	50
10. Vocal Music. . . . .	1	50
11. Methods of teaching. . . . .	2	50
12. Civil Government. . . . .	1¾	50
13. School Law . . . . .	1	50
14. Reading . . . . .	1	50
Total . . . . .	19¾	850

## FOR GRAMMAR GRADE CERTIFICATES.

	Hours.	Credits.
1. Elementary Geography .....	2	50
2. Literature and Rhetoric .....	2	100
3. Botany and Zoology .....	1½	50
4. General History .....	1	50
5. Psychology and Principles of Education .....	1½	50
6. Book-keeping (Single and Double Entry) .....	2	50
7. Algebra to Quadratics .....	2	50
8. Natural Philosophy .....	1½	50
Total .....	13½	450

## FOR HIGH SCHOOL CERTIFICATES.

	Hours.	Credits.
1. Algebra .....	2	50
2. Geometry .....	2	50
3. Latin or English (Subject 14, University of California) ..	2	50
4. Chemistry .....	1	50
5. Plane Trigonometry .....	1	50
6. Geology .....		50
7. Astronomy .....		50
Total .....	8	350

7. A Primary Certificate may be granted to any applicant receiving an average of not less than eighty per cent. upon the primary subjects; provided the applicant is eighteen years of age and is a person of good moral character.

8. A Grammar Grade Certificate may be granted to any applicant holding or entitled to receive a Primary Certificate of this county, who shall obtain an average of 80 per cent. in an examination upon the Grammar Grade subjects; provided the applicant is 18 years of age, is a person of good moral character, and has taught successfully for at least one year.

9. A High School Certificate may be granted to any applicant holding or entitled to receive a Grammar Grade Certificate of this county, who shall obtain an average of 80 per cent. in an examination upon the High School subjects; provided the applicant is 18 years of age, is a person of good moral character, and has taught successfully for at least two years.

## CERTIFICATES UPON CREDENTIALS.

1. The Board may grant, without examination, a Primary or Grammar Grade Certificate to the holder of a Life Diploma, a California, Nevada or Oregon State Educational Diploma, a California State Normal School Diploma, a San Francisco Normal Class Diploma, when recommended by State Superintendent of Public Instruction; a California State University Diploma when recommended by the Faculty of the University and a State Normal School Diploma of any other State.

2. The Board may, without examination, grant a Primary Certificate

to the holder of a valid Grammar Grade or High School Certificate issued upon examination in any other county of this State; also a Grammar Grade Certificate to the holder of a valid Grammar Grade or High School Certificate issued in like manner; provided said certificate shows an average standing of 85 per cent. on all of the subjects required for a Grammar Grade Certificate in this county; provided further, that the applicant in each case shall bring a satisfactory recommendation from the Superintendent or Board of Education whence he or she comes.

3. The Board may, without examination, grant a High School Certificate to the holder of any one or more of the credentials mentioned in the first paragraph of this section; provided the applicant presents to the Board satisfactory evidence of having completed in some reputable Normal School, High School, College or University, a course of study including all of the requirements for a High School Certificate in this county; and provided further, that the applicant presents satisfactory evidence of having taught successfully for two years.

4. Applications for certificates upon credentials, and for renewals, must be in writing, and accompanied by the necessary fee of two dollars.

5. No recommendation for Educational or Life Diploma will be given unless the applicant files with the Secretary of the Board a written application, with credentials showing that he has taught successfully the whole time required by law. Applications for Life Diplomas must be accompanied by a fee of two dollars.

THE FOLLOWING TEXT BOOKS ARE RECOMMENDED FOR THOSE  
PREPARING FOR EXAMINATION.

Arithmetic .....	State Series
Grammar and Composition .....	" "
U. S. History .....	" "
Geography .....	" "
Word Analysis .....	Swinton's
Penmanship .....	Spencerian Hand Book
Drawing .....	Prang's Hand Book
Music .....	Loomis' Reader
Physiology .....	State Series
Methods of Teaching .....	{ Swett's Methods of Teaching Baldwin's Art of School Management
Civil Government .....	State Series
Book-keeping .....	Child's Essentials
Algebra to Quadratics .....	Wentworth's Elementary
" Advanced .....	" Complete
Geometry, Elementary .....	Hill's Geometry for Beginners
Geometry .....	Wentworth's Plane and Solid
Literature and Rhetoric .....	{ Kellogg's Literature " Rhetoric
Botany and Zoology .....	{ Youman's, Gray's, Colton's Practical, Holder's

Psychology, and Principals of Education .....	{ Sully, Outlines of Psychology Rosenkrantz Philosophy of Education
English Literature .....	{ Evangeline Lay of the Last Minstrel Snow Bound Sir Launfal Sir Roger de Coverley Burke, Selected Works, Vol 1 Hale's Longer English Poems Milton's Comus
Latin .....	{ Grammar and Composition Cæsar, Cicero, Vergil.
Chemistry or Mineralogy .....	{ Williams' Introduction Dana's Elements of Mineralogy
Plane Trigonometry .....	Wentworth's
Physics .....	Gage's Elements
Geology .....	Dana, Le Conte
Astronomy .....	Young's Elements, Sharpless & Phillips
General History .....	Barnes

W. W. SEAMAN,  
COUNTY SUP'T OF SCHOOLS.

#### HIGH SCHOOL.

The excellent rank which our High School has attained in the past few years is still maintained and is a source of pride to all who take an interest in the school.

This very desirable condition has been brought about and steadily maintained by the untiring efforts and skill of the Principal, Miss Elizabeth A. Packard.

For fuller account of the High School reference is made to her report printed elsewhere.

The semi-annual promotions to the High School and the large size of the classes made it necessary the past two years to hold two graduating exercises of commencements. When the work and time necessary for these commencements are considered it seems advisable that some change should be made. In as much as only a small number of all the graduates can take part in the commencement exercises I recommend that these exercises as they are now conducted be abolished and something much simpler be adopted.

I also recommend, as I did last year, that a business course be adopted in connection with the other courses in the High School. This could be done at small cost compared with the good that would accrue therefrom. This course should contain book-keeping, short hand, type-writing, arithmetic and writing.

Besides the above wants in the High School, the building is very much in need of a system of heating and ventilation.

The gas stoves which are now in there are certainly very injurious because of the amount of oxygen they consume.

It is to be hoped that before schools open in the fall a different system of heating and ventilation will be in use.

In this connection I would urge that no more brick school buildings be erected in this city. Owing to the conditions of our climate they are more difficult to heat and ventilate than frame buildings, besides being more expensive and more unhealthful.

#### NINTH GRADE.

The ninth year of our course of study is considered a part of the High School for some purposes and a part of the Grammar grade for other purposes. Its position should be definitely and unequivocally determined, and it should most certainly be classed as a part of the High School, where it of right and by all law of precedent belongs.

The other pressing needs of the High School, also mentioned by Principal Miss Packard, are a physical laboratory and a gymnasium. I urge these strongly upon the attention and favorable consideration of the Board of Education.

#### NIGHT SCHOOL.

The night school has been carried on successfully this year under the efficient Principalship of Mr. George D. Howland. He has had charge of this school with one assistant for several years. It is open only to boys and the class of boys attending are of the best boys who work in day time to support mothers and other dependent members of the family. They therefore are in earnest and do good work. The enrollment for the past year was 128 and the average nightly attendance was 45. The school is located in the Spring st. building and is in session from 7 to 9 p. m. during the months the other schools are in session.

#### SUPERINTENDENT'S VISITS.

The City Charter says the Superintendent shall "visit each school at least once a month." The Charter, however, fails to define "a school." The State school law is silent on the same subject; school men are not agreed as to what constitutes "a school."

✓ The Board of Education has never ruled on the subject although they have been asked to do so. Some people call a school room "a school," while others contend that a school building is meant under the term "a school." If the latter designation be accepted, then the Superintendent could, by neglecting other important duties, and by visiting in a perfunctory manner, walk through the 34 school houses in a school month of 20 days. On the other hand if a room be considered "a school," and this is certainly the correct designation, then the Superintendent simply becomes a police officer walking his beat in order to visit (?) 250 schools in 20 days. When the other duties of the Superintendent, the distances to be traveled—the city contains 36 square miles—the number of school houses, the length of the daily sessions, about half of them 4 hours and the other half 5 hours per day, with interruptions for intermissions, are all considered, the whole subject becomes a roaring farce. The more so when the visits must be made by the Superintendent in person, and the visits of the

Deputy Superintendent are not accepted. In all other business where a deputy is employed the work is considered legally performed when done by the deputy. Why should it be otherwise in the City Schools?

During the past year, the Superintendent made 555 visits and the deputy 638, besides the large amount of office and other work performed. The work was so arranged that one of us usually remained in the office while the other visited, so that the visits practically represent the time of one person.

The schools were in session 171 days, thus making the average of seven visits per day, which visits varied in length of time from 10 minutes to an hour, probably averaging half an hour.

#### PROFESSIONAL TOOLS.

It has often been said that "as the teacher is, so is the school." This being true, we must ask: "How is the teacher? Is she fully equipped with tools necessary for the best work? Does she possess that instrument which is as essential to her profession as the saw or hammer is to the carpenter? Does she take and read an educational paper?" These thoughts are suggested by the reports made by the teachers themselves, which are given below.

The figures opposite the titles show the number of teachers taking the respective periodicals.

American Teacher .....	67
Popular Education.....	57
The Teacher's Institute .....	36
The Teacher's World.....	26
The Kindergarten .....	22
New England Journal of Education.....	22
Pacific Educational Journal.....	12
The Primary Teacher .....	6
New Education.....	4
The Educator .....	4
The School Journal .....	3
Practical Teacher.....	2
Common School Education.....	2
Our Times.....	2
Have Access to an Educational Journal. ....	8
Take None.....	13
Miscellaneous.....	15
Total.....	301

Under miscellaneous the following periodicals had one representative each: Chatauquan, Forum, School Bulletin, Germania, Pedagogical Seminary, The School Review, Ohio Educational Monthly, Normal Herald, Academy, Arena, Intelligence, Treasure Trove, Normal Institute, San Francisco Examiner and The Los Angeles Evening Express.

It might be a question whether some of these are, strictly speaking, educational papers; but we give them just as reported.

If the eight who have access only to an Educational paper be classed with the thirteen taking none, there are left 280 who supply themselves with professional tools. But as there are only 250 teachers in the corps, quite a goodly number must take more than one paper.

#### RETROSPECTIVE.

When I took charge of the schools of this city as Superintendent on September 21st, 1885, there were employed 72 teachers; now there are 250. Twenty-seven of the original 72 are still in the department. The longest service, 21 years, has been rendered by faithful and vigorous Mrs. C. G. Du Bois.

The following additional teachers have served the city 10 or more years: Miss Eliza Bengough, Mrs. C. P. Bradfield, Misses Florence A. Dunham, Nettie L. Getchell, Elizabeth J. Gibson, Lizzie F. Keller, Maria Murdoch, Elizabeth A. Packard, Mrs. N. F. W. Pond, Misses Nellie F. Ray, Sara C. Reese, Mrs. M. A. P. Smith and Miss Regina Weinschenk.

Forty-eight teachers have taught in the city one year or less. The average time for all teachers is thirty-four months or nearly four school years.

The number of pupils enrolled in September, 1885, was 3518. The enrollment in February, 1893, reached 9315.

Then there were 18 school houses containing 65 rooms, now there are 34 school houses containing 222 rooms.

The school houses of 1885 are here described in detail:

1. The Arroyo st. building existed then just as it is now, containing one room.
2. On the Hellman st. site there were three rooms—one an old shanty which had been moved in. In 1886, the old room was moved away and the two good rooms built into the present eight-roomed building.
3. The Griffin ave building stood then as it does now, having had two rooms added during the summer of 1885.
4. At Macy st. there was one frail room, now standing in the upper part of the yard, and recently condemned by the Health officer. The present four-room building was erected in 1888.
5. There were two rooms on the Breed st. site. In 1886, two more rooms were added, and in 1891, it was made an eight-room building.
6. The Railroad st. building, since abandoned because of adjacent factories, and the site recently sold to Llewellyn Bros. then contained four rooms as now.
7. Amelia st. building in 1885 had two rooms, was enlarged to four in 1886 and to eight in 1890.
8. The Geary st. building then contained four rooms, which were pulled down in 1892, an eight-room building erected on the site fronting the west and now known as Hewitt st. building.

9. The Seventh st. building then had two rooms which were turned into the corner of the yard in 1890 and a new four-room building erected. This year the old building was removed to a new site at the corner of Washington st. and Santa Fe ave. and put in good condition, but as yet has not been occupied.

10. Castelar st. building had four rooms and was two stories high. In 1890 it was remodeled and four rooms added. There are also two smaller rooms one of which is used for the Kindergarten and the other for cooking school.

11. The Temple st. site was occupied by a two-room building, enlarged in 1886 to four, and in 1891 to eight rooms.

12. The present Sand st. house then stood on the hill now occupied by the Court House, from which it was removed in 1886 to its present location. It contained eight rooms then as now, and the Superintendent's office. It was also known as the High School, because that school was first established in it.

13. The one-room shanty now used for a Kindergarten school on Pearl st. then stood in the same place. It was supplanted in 1890 by the present four-room building on Fremont ave.

14. The Spring st. building containing twelve rooms then stood and was occupied as at the present time.

15. The Eighth st. building then contained eight rooms as now arranged.

16. On the present Seventeenth st. grounds there stood a two-room barn-like structure, which was replaced in 1888 by a four-room building and the same enlarged in 1892 to an eight-roomed building.

17. The present Staunton ave. four-roomed building then occupied the Sixteenth st. site from which it was removed in 1890 and the present eight-roomed building erected.

18. There stood on the San Pedro st. site a little, low, one-room brick school house, said to have been built in 1855 and reckoned as the oldest in the city. In 1888 a two-roomed frame was built along side of the old brick, and in 1890 "the little brick school house" went the way of all the earth, and the two rooms were made four.

All other sites and buildings now owned by the department have been purchased and erected since 1885.

The High School had no regular abiding place until January, 1891, when it went into the present building. Before that it had been driven about in various places. Sometimes a part of it in the old Bath st. building, long since demolished, for the purpose of opening Main st., sometimes a part of it in the State Normal School building, then a part and finally all of it in the Spring st. building, from whence it went to its own home.



During the past ten years three or four rooms have been occupied in the State Normal School building by city schools. The Normal School authorities have born all the expenses of these schools, except the teachers' salaries, for the privilege of using them as training schools for their pupils.

#### EXPENDITURES.

The past eight years show the following expenditures :

For teachers' salaries .....	\$1,051,051.12
For buildings .....	414,861.72
For sites .....	74,480.00
Other expenses.....	74,750.61

Total for eight years .....\$1,615,043.45

The following persons have served as members of the school board during the past eight years, or are serving now :

Ashman, James. .... 1833 to 1895	Kelly, Thos. .... 1888 to 1889
Averill, Mrs. A. S. .... 1837 to 1888	Kierulff, Dr. B. F. .... 1891 to 1893
Barber, Dr. D. C. .... 1891 to 1893	Kurtz, Dr. Joseph .... 1886 to 1888
Boal, Dr. R. H. .... 1891 to 1893	Mansfield, John .... 1892 to 1893
Buehler, W. H. .... 1893 to 1895	Marsh, M. C. .... 1891 to 1893
Cochran, Dr. W. G. .... 1884 to 1886	McIntosh, W. P. .... 1889 to 1891
Cox, E. J. .... 1839 to 1891	Morrison, Dr. R. W. .... 1891 to 1891
Crawford, Dr. J. S. .... 1887 to 1889	Patty, L. R. .... 1893 to 1895
Crowley, C. E. .... 1891 to 1893	Pepper, Dr. C. T. .... 1893 to 1895
Davis, T. J. .... 1891 to 1893	Pomeroy, A. E. .... 1888 to 1891
Day, Chas. E. .... 1897 to 1899	Powers, E. E. .... 1889 to 1891
Earl, C. N. .... 1886 to 1888	Platt, J. C. .... 1893 to 1895
Elliott, J. M. .... 1885 to 1887	Roberts, G. D. .... 1892 to 1893
Ellis, C. J. .... 1889 to 1891	Shafer, A. C. .... 1891 to 1891
Embody, N. S. .... 1887 to 1889	Stein, F. W. .... 1893 to 1895
Frew, J. M. .... 1889 to 1891	Thurston, C. P. .... 1887 to 1888
Gaffey, J. T. .... 1891 to 1892	Trask, D. K. .... 1893 to 1895
Gibson, F. A. .... 1884 to 1886	Wade, R. D. .... 1885 to 1887
Gosper, J. J. .... 1839 to 1891	Whaling, M. .... 1889 to 1891
Graham, F. S. .... 1886 to 1888	Wills, Dr. W. L. .... 1893 to 1895
Hitchcock, Dr. W. W. .... 1891 to 1892	Witmer, J. M. .... 1891 to 1892
Hughes, Mrs. M. .... 1892 to 1895	Woodbury, F. C. .... 1889 to 1891
Johnson, E. P. .... 1884 to 1889	Wright, E. T. .... 1884 to 1886

I also append a list of the names of the teachers who have taught in the city during this period. The list contains only the names printed in the Hand books from time to time. Others have taught for a short time, but being able to recall only a few, I have omitted all of them :

Alexander, Mary B.	Atkinson, Carrie W.
Anderson, Fidelia A.	Auld, Cecilia.
Anderson, Helen O.	Averill, Mrs. Anna S.
Angier, Emma L.	

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Bacon, Laura G.	Bradley, Martha.
Baker, A. E.	Bradshaw, Hallie.
Baker, Mrs. B. M.	Bransby, Carlos.
Baright, Mary A.	Brauer, Carrie.
Barnum, Cora.	Bray, W. F.
Barraclough, Nellie A.	Brigham, Alma S.
Baxter, Minnie S.	Broadwell, Mrs. Dora H.
Bear, Mary E.	Brodbeck, Mrs. Kate.
Beckwith, Kate B.	Brooks, Ada.
Benedict, Margaret L.	Brooks, Imelda E.
Bengough, Eliza.	Brousseau, Kate.
Bettinger, M. C.	Brown, Anne.
Betts, Edna.	Brown, Kate J.
Betts, Mrs. Ella J.	Brown, Le Roy D.
Blackinton, Alice M.	Brown, Mabel.
Blake, Mrs. Marian E.	Brown, Mary I.
Blakeley, Agnes M.	Bruce, Mrs. Belle.
Blanchard, Maud.	Bruere, Clara.
Blanford, Carrie M.	Bruere, Julia.
Blodgett, Ida L.	Burnett, H. D.
Boal M. Fannie.	Burr, Mrs. Clara A.
Boquist, Laura L.	Burston, Selina.
Bowers, Lettie A.	Burt, Mrs. F. E. S.
Bowers, Lillian.	Butterfield, S. H.
Bowles, Hattie.	Byram, Mrs. Fannie H.
Bradfield, Mrs. C. P.	
Campbell, Laura J.	Clarke, Mrs. Grace B.
Cannon, Birdie V.	Claypool, Mary F.
Carothers, Ella.	Conn, Isabel.
Carr, Katherine C.	Cook, Mary A.
Chapman, Mrs. Mary L.	Cory, Susan.
Chilcote G. H.	Cory, Harriet.
Clark, Ella E.	Cowan, Estelle.
Clark, Emily C.	Cowan, Mary.
Clark, Fred H.	Cox, Bessie M.
Clark, Lillian.	Cox, Millie M.
Clark, Lottie A.	Croft, Mrs. Gertrude D.
Clark, Margaret S.	Cushing, Alice J.
Clark, Nellie E.	Cushman, Mrs. Nellie B.
D'Ancona, Charlotte.	Deacon, Mary.
Davis, Helen W.	De Hart, Alice T.
Davis, Mary A.	Dennis, Maggie E.
Davis, M. Bessie.	Desmond, Kate E.
Davison, Emma J.	Desmond, Maggie.
Davison, Mabel.	Desmond, Nora L.
Day, Lizzie.	Devin, Minnie.
Day, Olivia.	De Wolfe, Jessie F.

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Dick, Nettie M.	Dryden, Josephine M.
Dixon, Ella M.	Du Bois, Mrs. Clara G.
Dixon, Mrs. Regina M.	Dunham, Florence A.
Donahue, Mrs. Jennie.	Dunn, Mabelle E.
Dorn, Olga H.	Dunster, J. C.
Downing, Margaret C.	Dunwell, Mrs. W. T.
Dranga, Amelia E.	
Ebey, Florence B.	Enderlein, Mrs. Ella H.
Egan, May.	English, Mrs. May A.
Egan, Minnie E.	Ennis, Chas. L.
Elleau, Pauline.	Evers, Ella N.
Elliott, Agnes.	
Falconer, Mrs. J. T.	Flentjen, Augusta.
Featherston, E.	Fortson, Mrs. Laura M.
Feeney, Ella M.	Foster, Mrs. Lizzie K.
Field, Helen H.	Foy, Mary E.
Fitz Gerald, Mrs. F. J.	Frank, Eva M.
Fitzgerald, W. J.	Frater, Abbie M.
Fitzmier, Bertha.	Frater, Jessie E.
Fitzmier, Nellie M.	Frick, Mrs. Margaret J.
Fleishman, Emma.	Friend, Mrs. Mary L.
Fleishman, Helena.	
Garbutt, Mrs. Mary E.	Gray, Alice C.
Getchell, Cora M.	Greenman, Mrs. Minnie J.
Getchell, Nettie.	Griffin, Rebecca E.
Gibson, Elizabeth J.	Griffin, Virginia.
Gibson, Jessie.	Griffith, B. W.
Glick, Margaret E.	Griffiths, Emma.
Gordon, Bertha E.	Griswold, Anna S.
Gould, Jennie C.	Griswold, Eva.
Gower, Hattie F.	Grove, Louise C.
Gower, Mary L.	Grunsky, Clotilde A.
Grant, Lucy.	
Hale, Miss M. C.	Henderson, Janet M.
Hall, Ida L.	Henderson, Mary A.
Halvorsen, C. Marie	Henry, Helen
Hamilton, Florence N.	Henry, Jas. W.
Hamilton, H. M.	Henry, Mrs. Maggie J.
Hanchette, Mrs. Emma A.	Hewes, Mrs. M. M.
Hanlon, Anna R.	Hobbs, Eugenia L.
Hanlon, Harriet	Hodgman, Marietta
Hanna, D. W.	Holt, Eva N.
Hanna, Ross	Holmes, May
Hardenberg, Rose H.	Hornback, Mrs. Julia
Harris, Anna	Houghton, Clara
Harris, Mrs. Ida M.	Howland, George D.

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Harrow, Frances V.	Hine, Ella L.
Haskell, Mrs. Mary E.	Hunt, Helen E.
Hasse, Elsie	Huston, Margaret A.
Hassler, Leonora	Hutchings, Ada F.
Havermann, Jeannette	Hutchins, Grace J.
Hawks, Franc	Hutchinson, Mary I.
Hays, Mary L.	Hutchinson, M. Louise
Healy, Clara M.	
Jamison, Rachel H.	Joy, Edith M.
Jennings, Miss L. A.	Joy, Eleanor M.
Jepson, Esther E.	Junkin, Annie M.
Jones, Dora A.	
Kane, Ella H.	King, Anna A.
Kane, Emma G.	King, Corinne
Keller, Lizzie F.	King, Mary F.
Kendall, Lovisa J.	Knapp, Martha M.
Kennedy, Rebecca	Knewing, Amy
Kerrins, M. A.	Knoch, Charlotte
Kent, R. L.	Kooser, Mariam F.
Lang, Mary A.	Lewis, Frances W.
Latham, Chas. E.	Lewis, Pauline
Laventhal, Sarah	Lillibridge, Clara
Lawson, L. B.	Little, F. E.
Lawton, Fannie M.	Lockwood, Mary E.
Lazard, Rosalie	Lotshar, Mrs. Sarah R.
Lebus, Leona	Lynch, Anna S.
Lehmer, S. G.	Lynch, Corinne
Le Van, Mary E.	Lyon, W. H.
Leviele, Blanche E.	
Machold, Ernestine	McPherron, A. S.
Mackey, Mrs. Frances	McTigue, Carrie
MacMillian, Lizzie A.	Mercer, Eleanor A.
Madden, Mrs. Kate L.	Mier, Ida M.
Maddrill, Ella	Miles, Maud
Malin, Mrs. Ida M.	Millard, Mrs. Dora A.
Marsh, Ada B.	Millard, J. B.
Mathews, Frank	Miller, Narcissa J.
Mayhew, Mrs. Nora D.	Mills, Elizabeth
McCarthy, Kate	Mills, Kittie
McCleave, Esther	Millsbaugh, Mrs. Nora
McComas, Mrs. M. G.	Moody, Mary S.
McConnell, Lucy D.	Moore, Lizzie B.
McCormack, Ida M.	Moore, Sidney H.
McDonald, Mary	Muller, Christiane J.
McFadden, Belle	Munday, Mrs. Pem H.
McGraw, Mary E.	Murdoch, Grace

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McIlmoil, Alpha O.	Murdoch, Maria E.
McIlmoil, Wm. H.	Murphy, Anna C.
McKee, May	Murphy, Luna
McKellar, Josie	Murphy, Mary S.
McKenzie, Lizzie A.	Murphy, Rose
McLean, Agnes M.	Murray, Addie C.
McLellan, Hattie	Myrick, Eliza P.
Nichols, Adele	Niles, Beth E.
North, Mrs. Ada W.	
O'Connor, Mollie A.	Oliver, Nellie G.
O'Donoughue, Maggie	Olmstead, Vesta A.
O'Gorman, Mrs. Ella F.	Onstott, Mrs. E. S.
O'Hanlon, Fannie	Overman, Isabel
Oliver, Lizzie B.	Owen, Mae
Packard, Elizabeth A.	Perry, Dora A.
Parmelee, Miss M. A.	Perry, Marie H.
Parmeter, Abbie	Philipson, Margaret F.
Parsons, Mrs. Earl	Phillips, Adele
Patten, Mrs. F. A.	Phillips, Alice
Paulding, Miss C. W.	Pinkham, Mary L.
Paul, Mattie V.	Plummer, Amos W.
Penman, Mary N.	Pond, Mrs. N. F. W.
Perkins, Anna M.	Preston, Mrs. Clara M.
Perley, Minnie M.	Prior, Nellie A.
Perrin, H. E.	Putnam, Sarah H.
Quayle, Mary E.	Quayle, Nellie M.
Ray, Nellie F.	Rhode, C. J.
Reavis, N. Ellen	Rice, Emily
Reavis, W. S.	Rice, Mrs. Juliet P.
Reed, Mrs. Jennie W.	Richardson, Bessie A.
Reed, Lina X.	Rickitts, Lucy W.
Reese, Sara C.	Riley, S. V.
Reeves, Alice	Roberts, Carrie W.
Reeves, Carrie	Root, Augusta
Reilly, Helen C.	Rorick, Mabel
Remington, Mrs. Carrie L.	Rorick, Mrs. Nellie C.
Rennie, Mary H.	Ross, Jeannie
Reynolds, Annie	Rouse, Marion A.
Reynolds, Emily B.	Ruddy, Lucy E.
Sabin, Minnie E.	Smith, Mrs. Albertina
Sallee, R. F.	Smith, Florence
Samuels, Addie J.	Smith, H. A.
Samuels, Minnie A.	Smith, Mrs. M. A. P.
Sanders, Frances	Snyder, Elizabeth E.
Scott, Margaret K.	Stansbury, May

Seaver, H. N.	Stebbins, Georgiana
Sharpe, A. Genevieve	Stevenson, Lorena
Sharpe, Belle	Stewart, Anna
Sheldon, A. N.	Stewart, Mary E.
Sheldon, Wm. A.	Stoltenberg, Clara
Sherwood, E. M.	Stoltenberg, Ellen
Shine, Nellie	Strauss, Esther L.
Shrimplin, R. Alberta	Sullivan, Helen
Shultz, Lizzie C.	Swift, Mrs. M. H.
Slack, Cora S.	
Taft, Gertrude	Townsend, Warren D.
Taylor, Hattie	Tracy, Maggie
Teed, Ida	Tracy, Nora
Thomas, Maud	Tucker, Milo A.
Thorpe, Lewis S.	Tullis, Ruby
Throop, Mrs. Jennie L.	Tully, Lizzie P.
Thurston, Mrs. Emma A.	Tuttle, Annabel
Vaughn, Susie N.	Vivian, Calthea C.
Verhave, Adeline	Vosburg, Hattie L.
Vickrey, Dora C.	Vose, Adelaide O.
Wait, Emma B.	Wilkins, Bertha S.
Wallace, Alma	Wilkins, C. S.
Walters, Louise	Williams, Mrs. Ala T.
Wambold, Katherine C.	Williams, Ida M.
Washburn, Jessie	Williams, Louise A.
Watkins, Delia M.	Williamson, Louisa L.
Watson, Linda C.	Wilson, Mrs. Letitia P.
Weinschenk, Regina E.	Wilson, Mattie H.
Weir, Helen	Winslow, Mrs. Eveline
West, Mrs. Lizzie A.	Witherow, Samuel
White, Emma F.	Wooster, M. Helen
White, Mrs. Martha A.	Wright, Fannie P.
White, Laura C.	Wurtz, Lucy
White, Mrs. M. H.	Wylie, Jennie B.
Wiebers, Mrs. Della E.	

I can not close this report and sever my connection with the schools of this city without paying a just and well deserved tribute to Deputy Superintendent A. E. Baker.

He came into the schools the same year I did and during that first year taught the first, second and third grades in the little Arroyo st. School. His work was so well done that the next year he was made Principal of the Hellman st. eight room building, where he remained for two years. He was then transferred to Spring st., the largest building in the city, but before assuming the duties of this position he was chosen Acting Superintendent during my absence on leave. He served in this capacity for the

last four months of the year of 1888, and on my return to work, Jan. 1st. 1889, he was chosen Deputy Superintendent, which position he has ably filled to the present time. Mr. Baker was also Clerk of the Board of Education from Aug., 1890, to Jan., 1893.

In whatever capacity he has served, from the lowest to the highest, his work has always been cheerfully, faithfully, accurately and well done. His loyalty, integrity, and devotion to his work are among his strong characteristics.

The work of these years has been greater than those not immediately connected with it can comprehend. It covered all the "boom" period and its supposed death. There never was a year, however, when the enrollment did not increase from 600 to 1000, and the average increase for the eight years was 725 per year.

Finally, whatever the Los Angeles schools are is due to the co-operation of all parties connected with them, in every and any way, and particularly to the faithful, honest work done by the rank and file of the teachers.

Respectfully submitted,

W. M. FRIESNER,

SUPERINTENDENT.

July 31, 1893.









SPRING STREET SCHOOL

## REPORT OF THE HIGH SCHOOL PRINCIPAL.

*W. M. Friesner, Superintendent of City Schools.*

SIR:—At the beginning of January, 1891,, we took possession of the present High School building. Its rooms are so occupied already that next term a part at least of the B ninth class must be housed elsewhere.

This is a matter of regret as tending to lessen the unity of instruction and gradually to lower the standard of the ninth grade.

Four years ago the school numbered scarcely more than two hundred; the enrollment for last February reached over six hundred, a growth much greater than that of the city. An equally notable fact is that above the ninth grade there are more boys than girls.

For five years past, our graduates have been admitted to the State University upon the Principal's recommendations, without examination.

Concerning the record they have made there and the standing of our school among its fellows, we gladly refer all inquirers to the inspectors sent down annually by that University. Thirty-five of our graduates are now in attendance at various colleges.

A good city high school is obliged to fulfill two functions, in great degree mutually beneficial. While forming a complete link between the grammar grades and the State University, it is ever more important that it should furnish the broadest culture available to the many whose school days end within its portals.

Both these aims have been kept constantly before us and we have striven to prevent each from interfering with the other.

The year has seen progress in two directions—the introduction of vocal music and the modern languages, French, German and Spanish. All have aroused much interest; the Spanish has proved especially popular and is certainly of commercial value to future business men.

The next crying need is in natural science. To meet this, we urge that a laboratory be fitted for individual desk work in physics, corresponding to that already enjoyed in our admirable chemical laboratory. Therein the students could construct much of their own apparatus—another step towards manual training.

It is also suggested that the time now divided between Zoology and Botany be confined to one (preferably botany); in any case enough good compound microscopes should be purchased to render feasible the kind and amount of investigation demanded by present scientific teaching in the best institutions.

Other departments are on the whole well equipped.

The library is meagre, but is supplemented by the excellent one of the city, to whose officials we are indebted for their enthusiastic co-operation. Our own however should have a Century Dictionary and a recent Encyclopædia.

Alas we look forward to the day when a gymnasium, like that of the State Normal School, shall permit systematic attention to physical development.

Throughout all our classes—whether mathematics, language (which includes four years careful training in English literature and composition,) natural science, or political science—one end is kept in view: *preparation for intelligent and influential citizenship.*

The practice in parliamentary usage and thinking on one's feet given by the time honored "Star and Crescent Society" and the "Lyceum League Debating Club" are in the same line.

Among other agencies which aid in keeping the young folks loyal to their school are their paper *The Idea*, published monthly; the High School Orchestra, two or three vocal quartettes and the usual clubs for tennis, baseball, football and cycling.

Though there is ample opportunity for improvement in many directions, the whole work and recreation of the High School are planned to fix good business habits, to educate the judgment and conscience, and to develop self-control. Hence public spirit causes the machinery to move with little friction, and teachers and pupils all take pride in the common welfare. The students are treated like other ladies and gentlemen, being governed as far as possible by the restraints that govern all well-bred people in public, rather than by petty rules; at the same time they recognize that there can be no true liberty without willing obedience to authority of school, city, state and nation.

No one could have had a more united and helpful corps of assistants. Whatever good results have been attained would have been out of the question without such a corps, and without the unwavering support of the Superintendent and his deputy.

I wish to thank you all, together with the Board of Education for constant courtesy and aid.

Very respectfully,

ELIZABETH A. PACKARD,  
Principal.



## REPORT OF THE DRAWING PRINCIPAL.

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*W. M. Friesner, Superintendent City Schools.*

DEAR SIR:—When I took charge of the Drawing in the public schools of Los Angeles, a system had already been adopted which was almost entirely copying from the flat drawing.

Knowing from experience that simply copying never taught anyone to draw, and being allowed the largest liberty in my teaching, I gradually worked out a system of my own which is now published by the American Book Company.

In it are many innovations on the generally recognized manner of teaching drawing; but as they have been developed from work in the school room, I know them to be eminently practical and successful.

The books being blank pages, with only two leaves at the front and back with directions necessary for the teacher, and a few drawings to illustrate these directions, they force the work to be entirely inventional or designing, and object drawing.

There is nothing to be copied.

In the first year we begin the geometrical solids, using first the cube. We *make* the cube before we draw it as an object.

The class is taught all about a cube, the number of its faces, etc., and to draw a pattern of a cube. They really develop the surface of the cube, cut it out, fold it, and glue it together.

Each pupil now having its own cube it is easy to give the lesson, as all can place it in the same position.

In most systems that make the geometric solids at all, the pattern is already drawn for them, the class simply cutting it out and pasting it together.

I proceed in this way through all the grades, always making the geometric solids before drawing it as an object. It is also in a small way manual training, a preparation for industrial work.

Measuring from paper solids the class is taught to make working drawings of them; those are also drawn to a scale.

By proceeding in this manner the pupil learns all about the geometric solids, and can apply this knowledge to other objects.

I also go much further in the study of geometric solids than any other system of drawing I know of, making and drawing the icosahedron, octahedron and dodecahedron.

In giving this lesson from the object, or group of objects, I do not burden the childrens' minds with rules or terms of perspective, teaching them to draw what they see and exactly as they see it.

It does not take them long to find out that it is all in the seeing or observing, and it is astonishing how soon even small children will criticize and correct their own drawings.

The eye thus being trained to see rightly, the hand rarely fails to fall into line, and reproduce the objects as they appear to them.

A geometric solid without shade looks only like a skeleton of an object, and in many instances does not represent the solids at all; just as a sphere without shade is only a ring or circle, and a cylinder placed so that the top and bottom are almost straight lines, represents without shading a parallelogram.

I teach shading wholly from observation, and like object drawing the class soon find it is all in the seeing.

Most school-rooms of the present day can be arranged so the light comes only from one side, and with a little care in curtains, cross lights can be avoided. Children delight in shading, and are doubly interested in their work.

By insisting that only those drawn with a correct outline may be shaded there are very few who will be careless in that particular.

The pupils as they advance in the grades, sketch and shade groups of objects, sprays of leaves and flowers; branches with fruit and flowers, as the lemon and orange.

The facility and rapidity with which they work I have never seen equaled.

It all comes from having been taught to use their eyes.

The inventional drawings are also commenced at once in the first year.

Geometry underlies drawings and all designing.

Distance and direction are two radical geometrical ideas, which are early impressed upon the mind of the child.

The class is taught to place points in different directions, and at equal distances apart, until they can correctly form a square of nine points.

Knowing how tiresome it is to spend lessons in simply drawing straight lines, I never do it, but through the points formed in a square the class draw lines of equal length in all directions.

By varying the number drawn, for instance, drawing through the corner points more lines than through the middle and side points, or reversing this, a great variety of figures can be made.

This can again be varied by placing the points as far apart as possible on the page and connecting them with lines in all directions, getting the practice of a long line, and producing a variety of designs.

In using this method the children learn almost without knowing it, how to draw straight lines in all directions, and soon see that the beauty of the figure is greatest when the position of the points form a perfect square, and the lines are the straightest.

In place of lines the leaves they have drawn from nature can be used to connect and cover the points.

In the second and third years, squares divided into sixteen and nine squares are used; simple designs of straight and curved lines are drawn in them, and leaves and simple flowers arranged in the squares; these can be combined together forming other designs.

As we advance in the grades designs are drawn in geometrical figures, and always from natural flowers and leaves, conventionalized if necessary in the designs.

In the fifth year we begin the study of historic ornaments, commencing with the Egyptian as the oldest.

This is not done so much by drawing, as by spending a drawing period in looking at and talking about examples of historic ornament given in the book, and interesting the pupils to find out all they can about the subject under consideration. This can be made a very instructive and pleasant lesson.

In the High School we have mechanical drawing, and the study of geometrical design as applied to surfaces, for either wall, ceilings or floors. Perspective drawing, drawing plans and elevations to a scale, applications of historic ornament to design, designs of all kinds and for various purposes, problems in perspective, rapid sketching, and pen and ink drawing are practiced.

The distinctive features of my system of drawing are these :

1st—The books (eight in number) being blank there is nothing to copy.

2nd—The manner of developing the surfaces of geometrical solids thus forming patterns; cutting, folding and pasting them together before drawing them as an object or objects in groups.

3rd—The children never get a distaste for drawing by being kept weeks practicing on straight lines, but are at once taught to do something with the line.

4th—The early studying and drawing of leaves and flowers from nature.

5th—Teaching shade and shadow.

6th—Learning everything from observation, nothing from rule.

7th—Making the drawing lesson a pleasure, never in any way a drudgery.

8th—Plenty of blackboard work.

In closing, I wish to express my appreciation of the manner in which Principals and teachers have aided me in the work, thereby making the drawing a success.

Very respectfully,

MRS. C. P. BRADFELD,  
Prinipcal of Drawing in Los Angeles City Schools.



## REPORT OF KINDERGARTEN PRINCIPAL.

*W. M. Friesner, Superintendent City Schools.*

DEAR SIR :—In reviewing the work of the Kindergartens since their introduction into the public schools of our city in October, 1890, it is very satisfactory to note the rapidly increasing enthusiasm manifested by the people, the interest in the Kindergarten growing with each additional school opened to the little ones.

The first year of our work we had eight schools, the second year twelve and the third year eighteen, and we look for several more in the coming school year.

The number of children enrolled during the year just closing was large and the average attendance greater than any previous year.

I am particularly impressed with the spirit of the teachers in interpreting the principles of Froebel's philosophy, and my daily visits to the Kindergartens have been most pleasant and satisfactory. It would be desirable to have a Kindergarten in every school building in the city making it compulsory for every child to have at least one year of Kindergarten training before entering the first grade. If there is to be an educational movement, it seems to me it should be in the direction of establishing a closer connection between the Kindergartens and primary classes, or rather in a continuance of the fundamental principles upon which the Kindergarten is based, "Any principle which is true for one period of life must necessarily, in a modified and adjusted form, be true for all periods."

The expense of introducing the Kindergartens is of course a matter of consequence, but each year the cost will decrease as the main part of a Kindergarten outfit (the furniture and gifts,) is permanent and lasting.

In order that the teachers may respect the individuality of the children more, it is necessary that the number of the children attending one class be decreased—a teacher can do justice to fifteen or sixteen children, but when twenty or twenty-six are relegated to one teacher, it is impossible to do justice to the three-fold nature of each child. "The Kindergarten is more a spirit than anything else, a spirit of sympathy for children, of respect for individuality, of yearning to aid the instinctive struggle of the growing soul. Any requirements which tend to formalize the Kindergarten and approximate it to the type of the primary room is a grievous mistake and means ruin to the system."

A good piano in each Kindergarten and one teacher who could play, while the other one leads the singing would materially aid the music, which forms so important a part in our work, "One of the noblest aims of music, consists in advancing religion and edifying and elevating the human soul."—*Bach.* Respectfully submitted,

NORA D. MAYHEW,  
Principal of the Kindergarten Department.

## REPORT OF THE MUSIC TEACHER.

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*W. M. Friesner, Superintendent of City Schools.*

DEAR SIR :—This being the first year of musical instruction in the public schools, it was necessarily elementary in all the grades. Though the different mental capabilities of the upper and lower grades, permitted a somewhat different method of presentation, and more rapid progress in the former, it was as impossible to begin the subject with the grammar of music, as it would be to introduce botany with the determination of Cryptogams, or other puzzling forms, or to begin the study of chemistry with the analysis of complicated organic structures.

Therefore, the method has been in all grades, to aim at the cultivation of a taste for the subject and to teach the reading of music.

The cultivation of the taste referred to has been accomplished in the lower grades by the teaching of bright rote songs, calculated to make the music hour a pleasure and in all grades by the presentation, as far as practicable, of examples of good music.

The motion songs previously used have been discontinued for the reason that the motions and the suggestions they bring up absorb a large part of the pupil's attention, which should all be concentrated on the tone, rhythm and other elements of the song, especially in the lower grades where such songs were used. The study of music should be a cultivation of the higher senses, rather than an attempt at narration, description or theatrical effect.

Special care has been taken of the voices; loud and careless singing being entirely avoided, in appreciation of the fact that the vocal organs are imperfectly formed and delicate, and the voice in a formative state.

Although considerable opposition to the music was at first manifested, owing, it is believed, to a misunderstanding of the aim and methods, and though a considerable number of pupils were excused from the music on account of supposed physical inability, or because they were studying music with private tutors, it is reported with pleasure that not only has this opposition apparently been withdrawn, but the pupils who were excused, are without exception taking the work of their own accord.

The firm stand taken by the board in requiring the purchase of books and participation in the exercises by the pupils, has been of immense assistance in discipline and in establishing the dignity of the work.

The aim has been to get the work started in the right direction; to get teachers into line and doing uniform work; to put something into each lesson that the child can take through life with him; to make the teacher and pupil see that singing is not a mere accomplishment—like embroidery and guitar playing; that singing is thinking, and at the same time arouse an interest in the work that may be lasting.



Every subject taught in the public schools has its bearing on the entire life. Character is as vital to success and happiness as intellectual ability. Singing is closely related to health, to choices, to moral activity. It rouses the whole being ; consequently is vital to character, and should not be taught indifferently.

The City Board of Education adopted the Normal music course in July, 1892. In the following December a special teacher was employed to supervise the instruction in this branch, and entered upon the duties thereof, after books had been purchased and in possession of the pupils for several months.

Considerable inconvenience has been experienced from the fact that the upper grades had been provided with the advanced books, and were not competent to receive the advanced instruction outlined therein.

To obviate this difficulty, the agency for the books, kindly consented to exchange such of the third readers as were not damaged for others less advanced, and better adapted to the attainment of the pupils. The second readers having been considerably worn and soiled were retained in use, and supplemented with charts and blackboard exercises, to adapt them to elementary instruction.

The charts are supplementary to, and explanatory of, the readers and should always in all grades be used in connection with them.

Some of the buildings have no charts at all and those which are provided have but one chart of each of the two series to each building, necessitating the delay and annoyance of carrying the charts and their stands up and down stairs and from room to room.

It is respectfully recommended that at least each floor of each building be provided with a chart or charts suitable to the grades instructed there.

The High School has been provided with the Cecilian readers, which are not as suitable for instruction there as the Euterpean reader of the same course. It is, therefore, recommended that an exchange be made, if suitable arrangements can be made with the publishers.

It is, also, recommended that a book adapted to elementary instruction be furnished for the High School. Such a book has just been issued by the publisher of the course in use ; it is inexpensive, and if one hundred copies were furnished by the board, they would answer the purpose.

There are in the Los Angeles schools 223 teachers and 9000 pupils. This number will doubtless be increased next year. It is obviously impossible for one music teacher to devote as much time to each room as it should receive. It is recommended that an assistant in the work be provided in future.

JULIET POWELL RICE,  
Principal of Music.



## REPORT OF CALISTHENICS TEACHER.

*W. M. Friesner,*

DEAR SIR:—As special teacher of Calisthenics for the public schools of this city, for the school year 1892-3, I have to report as follows:

During the first half of the school year I gave instruction in all the city schools. At the request of Director Moore of the State Normal School I omitted the Normal Primary school

After the expiration of the first half of the school year I also omitted the high school with the consent of yourself, as we thought it of very little use to have the pupils of the high school take Calisthenics once a week only.

Calisthenics, in connection with tactics, light gymnastics, etc., is what I think the strong and well built pupils of the high school need to counteract the strain in their mental work.

A well ventilated and lofty building, supplied with the latest improved instruments would help greatly to take care of and develop the future generations. Such a building would also impress the importance and necessity of physical development to the minds of the pupils, while a lesson of calisthenics once a week can hardly be expected to be earnestly desired.

The time I gained by not having the high school in my programme was fully taken up by the many half-day schools, which were organized in February. They made it necessary for me to visit a number of buildings twice a month.

I must speak in very high terms of the kind support of all principals and teachers, which was given to me while introducing my work.

The printed programme was found of great help to the teachers, and as the work should be further extended and improved during the coming school year I think it necessary to have the new programme printed also.

Respectfully,

C. J. ROHDE,

Teacher of Calisthenics.



## REPORT OF WRITING TEACHER.

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*Mr. W. M. Friesner, Superintendent City Schools.*

DEAR SIR:—In the preparation of this report it has seemed both opportune and desirable that a retrospective view of the work be given extending through the time covered by my experience in the department; together with a brief presentation of what is aimed to be done, the means of accomplishing it, and a consideration of some of the difficulties in the way of their fullest attainment.

On first assuming the duties of my special work, I found the writing throughout the schools in the usual condition where the practice of writing consists mainly in "writing through the copy book," good, bad, indifferent; and no position or movement, varying of course with the individual interest and capability of teachers and pupil.

There was no uniformity of ruling slates.

The ruling of the interlined paper, gave but eight base lines; while now there are eighteen on the same sized paper, and all the essential advantages of the former ruling are retained. Slates are ruled to correspond, and ruling frames have been introduced which admit of the same ruling being placed on the black-board for the teachers' work.

Although the interlined paper was used for all writing purposes in the first, second and third grades, the writing in the higher grades showed that its use even for that length of time was inadequate as expedient to establish accuracy of form, or the habitual observance of the scaled relative heights of the letters.

It is doubtful if any permanent advantage in these respects result from the use of interlined paper in any grade; at least I would restrict it to the Manilla paper with lead pencil, and that instead of the slate.

I believe it would be for the best to discard the slate and pencil entirely; for my observation is that the child will not maintain the correct position of hand and fingers; that it acquires the habit of pinching and bearing down upon the pencil, and unnaturally crooking the fingers so that when beginning to write with pen and ink, the undoing of the acquired bad habits, sometimes make it more difficult than learn it anew. Other reasons why the slate should not be used are the best given in the following extract from the *Common School Education and Teachers' World*: "The time draws near when the slate will be abolished from the school-room. It has remained there too long. It is a relic of days when quill pens and ink horns held their way, but with the introduction of modern appliances, with cheapness of paper and pens and ink, there is no reason to be given why it should be longer retained. It is a clumsy, awkward, noisy, unclean utensil; and has no merits to offer for claims on the consideration of

teachers. The most careless, useless and pernicious work is done by pupils on their slates. It fosters habits of carelessness, indifference, inaccuracy and slovenliness, the slate must go."

Temporarily the interlined paper is convenient when the child first enters school, but its use should be discontinued as soon as possible and the child trained to rely on its eye, its knowledge of the structure of the letters, and a sense of the motion needed to make the various letters, and in continuous writing on a progressive vibratory motion to secure uniformity of slant, spacing and height.

The same vibratory principle holds true with respect to these particulars in writing as in the vibrations of the pendulum in giving exact time. This brings us to the correct principle of teaching penmanship even in the child's first lessons.

The child should be shown how to flex the fingers easily; that this can best be done when the pencil is held lightly; to prepare to make the line by setting the point of the pencil down where the line is to begin, and then make it go to the objective point with a single motion or impulse; and so repeated until the child learns from practice or experience just what motions to make to produce the required lines, or letters, and thus show as Father Spencer states, "Movement is the parent of form."

This plan of practice involves correct pen-holding, position and much muscular training to give that facility in handling the pen that distinguishes the skillful business writer or penman.

The use of the copy-book is antagonistic to this plan of practice, because the fundamental basis is changed to that of servile imitation of a conventional exact model within an allotted space; and nine times out of ten even with the pupils who have fair position and movement, the wrist and hand will drop down to the paper, all freedom of movement be sacrificed and the pupil fall into the habit of "drawing" the letters with a slow cramped finger movement, and a scrawly hap-hazard hand-writing is the natural result.

This explains why an easy rapid style of writing is never acquired from the copy books. However being under the necessity of using copy books, we have endeavored to use them legitimately and to the best advantage; but the teachers will bear me out in the assertion that the real improvement has been made in practicing on foolscap paper, and that the copy books have been a detriment instead of a help.

A better plan would be to have some appropriate well-written copies photo-engraved to be practiced supplementary to the regular copies on the board. Copies thus reproduced form real writing, while devoid of the rigid exactness of the conventional hand-engraved work, would possess an artistic value and an indication of how they were executed, that would fill the student with inspiration and a desire to equal them.

Pupils entering the first grade are required from the start to write with the right hand, not but that a person can learn to write even expertly with

the left, but because it is easier and more convenient to learn to write with the right hand.

When facilities are provided, writing with pen and ink is begun in the second grade. Up to the sixth grade Gillott's No. 404 pens are used, and No. 604 in the sixth, seventh and eighth grades. The ink used is an aniline black. Janitors put a little fresh ink in the wells Monday mornings, and whenever the ink becomes thickened or unfit for use, they wash out the wells and refill about two-thirds full with fresh ink. I find the ink in the best condition where the teachers drop in a little water every two or three days.

The pupils provide themselves with blotters and pen-wipers; a piece of chamois skin or an old kid glove are valuable for the latter.

Pen cases, one for each row of desks are made by the teachers of strips of paper or cloth three or four inches wide by stitching so as to admit the pen-holder, each place labeled with a number beginning at the bottom of the pen-case.

By this arrangement the distribution and collecting of pens is facilitated and the pupils always have the same pen.

The practice paper is kept in loose sheets, usually about six, with the copy book in a cover of heavy paper used as a portfolio and passed by the monitors the same as the pens.

The front position is the one taken for writing in all grades, the feet being square on the floor, the body straight, inclined slightly forward without touching the desk, and the fingers of the left hand placed naturally just in front of the line being written on.

This position is the most sensible and favorable to good penmanship, the most graceful and dignified, and most favors the eyesight and health, as the correlated muscles supporting the body in this position are under equal tension and the deformity of an elevated shoulder, curvature of the spine with the consequent tendency to spinal diseases are thus avoided.

I am pleased to say that our pupils have uniformly good position, good movement, and among them are many excellent writers.

The best general results, however, cannot be attained until the class teachers exercise a more critical supervision over all written work whether in note book, or on paper, or at the board, and make it the rule to accept and to insist that the number work, as well as writing, be done with proper position and movement.

A very wholesome regard for good penmanship might effectively be stimulated by the teachers themselves doing the best when writing at the board.

Both teachers and pupils manifest a delightful interest in the writing lessons, and were the above suggestions observed, I believe the penmanship throughout our schools could soon be brought up to an ideal standard.

The number of schools in the city has so increased that I have only been able during the past year to visit the highest grade schools every two

weeks, and the smaller schools with lowest grades every four weeks. But ample work is given during the lesson and placed on the board for practice until the next visit.

My lesson in each room visited is from twenty to twenty-five minutes, and during that time pupils are not permitted to leave the room. The class teacher devotes her time exclusively to the writing exercise, going about among the pupils and giving such personal and general help as may be needed, as well as eliciting greater interest and making herself perfectly familiar with the work to be accomplished by the next lesson.

I take this opportunity to express my thankful appreciation of the kindly and earnest co-operation of the teachers throughout the department, and of your always helpful suggestions and support.

Respectfully submitted,

L. B. LAWSON,  
Principal of Writing.



AUTHORIZED LIST  
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SCHOOL TEXT BOOKS,  
ADOPTED BY THE  
BOARD OF EDUCATION OF LOS ANGELES CITY.

1893-94.

1st Reader, California State Series.....	\$ 20
2nd   "       "       "       " .....	40
3rd   "       "       "       " .....	65
Primary Number Lessons, California State Series .....	25
Arithmetic, Advanced,       "       "       " .....	50
Physiology,               "       "       " .....	60
Grammar,               "       "       " .....	50
Language Lessons,       "       "       " .....	30
History of the United States, "       "       " .....	80
Elementary Geography,   "       "       " .....	60
Advanced Geography,     "       "       " .....	..
Webster's Common School Dictionary.....	75
Normal Music Book, 1. ....	35
"       "       "   2.....	65
"       "       "   3.....	65
Bradfield's Drawing Books, Nos. 1, 2, 3, 4, 5, 6, 7, 8 .	10
American Standard Writing Speller.....	5
"       Blank Drawing Book .....	10
National       "       "       " .....	5
Slate (8x12 inches preferred).....	..
Note Book.....	..
Ruler.....	..
Composition Book.....	..
Slate Cleaner.....	..
Sponge.....	..
Compasses .....	..
Triangle .....	..



# COURSE OF STUDY.

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## KINDERGARTEN DEPARTMENT.

TIME—ONE YEAR.

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*Form*—Sphere. Cube, Cylinder, Square, Oblong, Triangle, Rhomb, Rhomboid, Trapezoid, Hexagon, Octagon.

*Lines and Angles*—Vertical. Horizontal and Oblique ; Right, Acute and Oblique Angles ; Parallels.

*Color*—Name, and distinguished primary and secondary colors. Comparisons made with balls (1st Gift) and colored zephyrs.

*Occupations*—Sewing mats ; folding and cutting work ; work with sticks and peas.

*Modeling*—Sphere, Cube, Cylinder, and modifications.





# PRIMARY DEPARTMENT.

Time for Each Class—One-Half Year (18 Months.)

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## FIRST YEAR—B CLASS.

*Reading and Spelling*—Oral lessons from chart and blackboard. First Reader may be used at the discretion of the teacher. Word, phonic, and sentence methods combined. Begin with simplest words, names of familiar objects. Period I.—Select words from the first 17 lessons of First Reader. Period II.—Select words to page 26. Use the word frames, having pupils build all new words in the lesson, each day, with as many in review as possible. Have children write words on slates or ruled paper as soon as they are able. Endeavor from the first to impress children that the words mean something.

*Numbers*—1. Numbers taught in connection with lessons on form and in connection with other observation lessons. Certain groupings grasped at sight, without counting by ones, e. g., the legs and wings of animals; petals of flower, the sides and corners of the cube, etc.

2. Building and separating numbers with objects, to six. Use ideas of the State Primary Number Lessons, to lesson 19.

## FIRST YEAR—A CLASS.

*Reading and Spelling*—California State First Reader to page 46. Drill in elementary sounds at each lesson. Pronounce words at head of lesson and in lesson several times before allowing pupils to study or read. Have pupils make very short and simple sentences containing the words in their lessons. See that they read the script as well as the print. Review frequently and have each lesson well read before passing it.

Have one or more read the entire lesson at each recitation, sometimes coming forward and facing the class. Spell words in lessons, both by sound and by letter, giving special attention to articulation, pronunciation, and marks. Supplemetary reading.

*Numbers*—Build numbers with objects to twelve inclusive, by grouping them (1) in equal parts, (2) in unequal parts. Separate numbers in the same way. Use cubes, squares, triangles, etc. Do same work with figures. Teach meaning and use of -, —, and = signs. Use ideas of State Primary Number Lessons, to lesson 41.

## FIRST YEAR—A AND B CLASSES.

*Writing*—Use long pencils and require pupils to sit erect and hold pencils correctly and naturally, from the beginning. Give light writing and show pupils how to move their fingers. Do not let them write too

long at a time. The hand has a rounded appearance when the hand is properly held. Allow no writing with the left hand. Give much practice to the straight line, left and right curves, and principles, except the fourth. Give short words as you do letters, naming the lines, giving but one at a time. Illustrate on the blackboard in spaces ruled to correspond with slate and paper. Write each pupil's name and paste in front of the reader for constant reference.

*Language*—See oral and Observation Lessons. Have the pupils tell in their own language what they have observed and investigated. Read and tell simple stories and have them reproduced by the children. Have stories written for pictures. Correct all faulty expressions. Full statements required in conversation and recitation. Teach pupils to recognize capital letters, the period, and question mark. Have them construct short sentences containing words selected from charts, readers, and natural history work.

*Drawing*—Bradfield's Drawing Book No. 1. National Blank Book. Dictation exercises. Drawing on blackboards. Drawing from objects.

#### ORAL AND OBSERVATION LESSONS :—

*Zoology*—Lessons on common mammals: *e. g.* cat, dog, horse, cow, rat, squirrel. Talk about their habits, place where they live, their food, how they eat it, etc. Stories illustrative of habits of these and other mammals.

*Botany*—Lessons on common plants. By planting seeds in the presence of the class, let pupils detect development of root, stem, and leaf. (Plant seeds in sponge, in a piece of cloth, over glass of water, in sawdust, etc.) Study fruit, especially the orange.

*Physiology*—The head, trunk, and limbs. Hygiene of skin, teeth, and nails; bathing.

In observation lessons, have the real object before the pupils where possible.

*Color, Form and Modeling* taught in connection with the above work.

*Morals and Manners*—Enforce habits of cleanliness, neatness, and obedience to parents. Tell simple stories to illustrate honesty, truthfulness, and kindness. Tell what is, and what is not, proper behavior on playground, the street, and at home. Teach a few short maxims, have pupils repeat them in concert, and as soon as they are able, write them. Cowdery's Moral Lessons and Gow's Primer of Politeness for reference. In this and in all higher grades it should be constantly borne in mind that true education is character building. Give lessons on cruelty to children and animals.

*Physical Exercise*—Three times daily, or when the children are weary or inattentive. Open windows during the exercises; close them immedi-

ately afterwards. For illustration, see Mason's Physical Exercise. Endeavor to infuse animation, to make the children enjoy it. Secure good time in movements. Do not permit noisiness.

*Music*—Practice the scale. Teach half a dozen easy and suitable songs. Try to secure correct time and good tone from the first. Fifteen minutes daily. Normal First Music Reader for reference.

#### SECOND YEAR—B CLASS.

*Reading and Spelling*—First Reader, from page 46 to 77. Same general methods as in first year. Have pupils tell substance of each lesson in their own language. Talk and tell stories about it, and use every effort to make them see that the reading has a meaning, and to be able to express the meaning in a clear and natural way.

Pay attention to proper positions; pupils to stand erect on both feet, with book well held up in the left hand. Practice sight-reading occasionally—something very easy. Teach the diacritical marks and sounds as they occur in the reader. Have the words at the head of each reading lesson written on slates or ruled paper, as well as spelled orally and by sound. Examine the work of each pupil, and require careless work to be re-written. Spell common words used in conversation and recitation as they occur. Dictate sentences from reading lessons, or original ones containing same words, to be written, very slowly at first, and increase speed and quantity as fast as progress justifies. Maxims memorized. Carefully chosen selections of poetry recited.

*Numbers*—1. From One to Twelve, inclusive. All combinations, using objects (1) without figures, (2) with figures.

Teach  $\frac{1}{2}$ ,  $\frac{1}{3}$ , and  $\frac{1}{4}$  of numbers not greater than twelve objectively. Coins to ten cents; pint, quart; inch. Use all ideas of the State Primary Number Lessons, to lesson 48.

2. From One to Twenty, inclusive. Special work on addition and subtraction, using all ideas to lesson 61 of State Primary Number Lessons. Part-taking to one-fifth, inclusive. Coins continued. Pint, quart, gallon; inch, foot, yard.

#### SECOND YEAR—A CLASS.

*Reading and Spelling*—First Reader completed. Other work and instructions same as B Class. Spell words from the reading lessons and the most common words used in conversation. Study the vocabulary of the child, and make this the basis of much of the work, in spelling. Teach sounds and diacritical marks.

*Numbers*—1. From One to Twenty, inclusive. Adding, subtracting, multiplying, and dividing with objects (1) without figures, (2) with figures. Use ideas of State-book to lesson 68. Part-taking to fifth, with numerators other than one. Count by 2's and 3's to 20, beginning with 0, 1, 2, 3. Pint, quart; peck. Continuing other work of previous class.

2. From One to One Hundred. (In addition and subtraction.) Continue all work of 1st period. Factoring to 60.

Hailmann's Primary Methods for reference.

#### SECOND YEAR—A AND B CLASSES.

*Supplementary Reading*—Cats and Dogs—Johonnot; The World and Its People, Book I.

*Writing*—As directed by the special teacher. Spencerian "Common School Course" Copy Book, No. 1 (optional).

*Language*—Continue as in first year, making oral and observation lessons a basis of language lessons. Have pupils write short stories about their observations in natural history. Write from pictures and read before the class. Strive to secure original and good expression. Fill elliptical sentences. Copy paragraphs from reader and read them. Call attention to words mispronounced and incorrect expressions of any kind used by children at any time; correct them impressively, without trying to give reasons. Correct use of *am* and *are*, *is* and *are*, *was* and *were*, *has* and *have*. Teach use of capitals, period, and question mark, and to recognize other marks of punctuation used in the reader.

*Drawing*—Bradfield's Drawing Book, No. 2. National Blank Book. Dictation exercises. Drawing on blackboard. Drawing from objects.

#### ORAL AND OBSERVATION LESSON :—

*Zoology*—Lessons on mammals continued. Compare the teeth of common mammals. Adaptation of different kinds of teeth to different kinds of food recognized. Have pupils distinguish between carnivores, ungulates and rodents. Talk briefly about monkeys, kangaroos, etc., as very different forms of mammals.

*Botany*—Continue work of the first year. Require pupils to draw and describe leaves, fruit, etc.

*Physiology*—Continue work of first year. Necessity of proper mastication; of pure air, etc. Importance of correct attitude. Warn against crooked backs. Pathfinder No. 1, to page 27.

In connection with observation lessons, continue to teach *Color*, *Form*, and *Modeling*.

*Morals and Manners*—Same as first year. Insist upon neatness in work as well as in person. Require politeness to teachers and schoolmates. Teach simple rules of health; care of body; table manners. A few more maxims. Make use of little incidents that occur in the school-room and upon the playground, involving the question of right and wrong, to impress the moral virtues. Reference books same as first year.

*Physical Exercises*—Same as in first year.

*Music*—Fifteen minutes daily. Teach five or six new songs. Continue practice of scale. Require pupils to sit or stand erect. Suppress boisterous singing. Normal First Music Reader for reference.

#### THIRD YEAR—B CLASS.

*Reading and Spelling*—California State Second Reader, to page 53. Words at head of lesson to be repeatedly pronounced, and their meaning clearly explained before such lesson is read or studied. Require pupils to make sentences containing such words, thus making a valuable language lesson of the reading. Give special drill on words hard to pronounce, or commonly mispronounced, but do not stop the pupil in the middle of a paragraph. Continue drill in elementary sounds and diacritical marks as found in the reader. Aim to infuse animation by your example; this will go far to secure good expression, both of voice and face, and to break up the bad habit of hesitating and repeating. Frequent exercises in sight-reading, requiring the pupils to come forward and face the class, will do much to incite them to effort and inspire them with confidence. Pupils to read selections silently and afterwards give the thought orally. Short selections learned and recited once each month. Do all work found in the reader. Spelling same as in first and second years, but much more of the writing from dictation may be required, both from readers and original sentences containing words used in oral lessons and common talk. Spell by sounds. Pupils should know all sounds and marks.

*Numbers*—From One to One Hundred, inclusive. Adding, subtracting, multiplying, and dividing. No multiplier or divisor greater than 12 required. Use all ideas in State Primary Number Lessons, to lesson 87. Part-taking to eight-eighths. Coins continued. Quart, peck, bushel; inch, foot, yard; hour, day, week, month, year; dozen. Simple business transactions frequently. Much practice in addition.

#### THIRD YEAR—A CLASS.

*Reading and Spelling*—Second Reader, from page 53 to 102. Other work and instructions same as B Class.

*Numbers*—From One to One Thousand, inclusive. Adding, subtracting, multiplying, and dividing. No multiplier or divisor greater than 12 required. Special drill in complements of 100. Continued practice on sets of factors occurring in the multiplication table. Part-taking to twelve-twelfths. Adding and subtracting decimals not exceeding hundreds. United States money. Drill in writing and adding dollars and cents. Short business examples such as might occur in buying things at a store. Making change. Simplest form of a bill. Units previously studied. Second, minute, week, year; ounce, pound. Time of day by the clock. State "Primary Number Lessons" to page 122. Book in the hands of the pupils (optional).

#### THIRD YEAR—A AND B CLASS.

*Supplementary Reading*—Feathers and Fur—Johonnot, The World and Its People, Book I or II, Black Beauty—Sewell.

*Writing*—As directed by the special teacher.

*Drawing*—Bradfield's Drawing Book No. 3. National Blank Book. Dictation exercises. Drawing on blackboard. Object drawing.

*Language*—Oral and written work should be carried along together, the latter growing out of the former. It should be remembered that the aim of oral work is not merely to get pupils to talk, but to secure happy expression, good arrangement, and correct forms of words.

Give substance of oral lessons in geography and natural history. Familiar conversation on animals—their form, color, covering, voices, ways of getting and eating food, means of attack and defense, cunning, intelligence, affection, use to man, etc.

Reproduce substance of lessons in Pathfinder and in Reader.

Description of pictures with and without guiding questions.

Stories from pictures and from imagination.

Stories illustrative of lessons in morals and manners. Carefully correct bad English, as it occurs.

Repeating memorized selections of prose and poetry.

Proper use of capitals, periods, and interrogation point.

Correct use of *this* and *that*, *these* and *those*; *do* and *does*; *isn't*, *aren't*, *doesn't*, *don't*, etc.; *its*, *hers*, *ours*, etc.; *who*, *whose*, *whom*.

*Letters*—Copied, dictated, and original.

Make use of the first 49 lessons of "Language Lessons."

#### ORAL AND OBSERVATION LESSONS:—

*Zoology*—Review. Study feet of carnivores, ungulates, and rodents. Lessons on common birds; duck, hen, hawk. Let pupils compare these with each other and with mammals. Compare feet and bills, show adaptation and classify. Talk on instincts of birds. Lessons on common insects—division of body. Collect cocoons.

*Botany*—a. Lessons on leaves. Shapes, Parts—blade, petiole, stipules. Margin—entire, notched. Frame, pulp, skin. Venation. Arrangement on stem.

b. Lessons on flowers. Select plants with perfect and somewhat conspicuous flowers. Teach rows of parts on stem and holder. Special study of parts. Kinds of flowers, simple and odd. Way flowers grow on plants. (1) stem, (2) no stems, (3) alone, (4) in bunches, (5) on sides, (6) at end. Let pupils draw parts and describe. Cut open the ovary in large flowers and show the ovules. Develop idea that the parts of a flower are altered leaves.

*Physiology*—Instructions on alcohol and narcotics. Pathfinder No. 1, to page 79.

*Geography*—Observation of natural features of land ; of productions ; of soils, gravel, sand, loam, rocks.

In observation lessons, teach *Form, Color and Modeling*.

*Morals and Manners*—Illustrate when possible by incident or story--deceit, lying, stealing, tattling, idleness, whining, forms of greeting, care for other's property, kindness, Golden Rule, respect for the age, prompt obedience, politeness, courage in doing right, defending the weak.

See Gow's Primer of Politeness.

*Physical Exercise*—Two or three times daily. Care should be taken to secure good air in the room during the exercise, and to shut off draughts when through. Give breathing exercises. Aim at variety and strive against listlessness. Try to make these exercises such that pupils will ask for them.

*Music*—Teach whole, half, and quarter notes, with corresponding rests. Read notes by letters and syllables. Ask questions on what has been taught. Normal First Music Reader, fifteen minutes daily.

#### FOURTH YEAR—B CLASS.

*Reading and Spelling*—Second Reader, from page 102 to page 147. Pupils may be taught and called upon to give synonyms for words in the lessons. Occasional concert reading of paragraphs that have been thoroughly taught may be practiced. Silent reading. Often call upon pupils to read some instructive story to the class, make them feel it an honor, and use all ingenuity in awaking an interest. Have pupils repeat after you, in concert, short sentences suitable for cultivating inflection and modulation and general voice training. Drill in all vowel and consonant sounds not already learned. Short selections committed to memory and recited each month. Quotations learned.

Spell from reader and other text books. Spell by letters, by sound, and in writing, using spelling blanks and pencils. Give attention to diacritical marks and silent letters. Pay special attention to neatness.

*Numbers*—Continue all work of third year, with special drill on the sets of factors occurring in the Multiplication tables. Writing and reading integers. Continue practice in addition and subtraction of integers—sums and minuends not to exceed one million. Units of measure previously studied. Tables—Long Measure ; Avoirdupois Weight ; Time. Drill work on fractions, using halves, quarters, eighths, thirds, sixths, twelfths. Much practice in writing, adding, and subtracting dollars and cents as indicated in work of third year. Divide by all numbers to 12 inclusive, by short division, and multiply by all numbers to 12 inclusive, as one operation. Multiplication and long division, the multiplier and divisor not to exceed two figures. Primary Number Lessons to page 141.

*Geography*—I. The earth as a whole ; its shape, surface and general conditions, as studied with a globe. Natural features (1) by observation,

(2) by modeling board, pictures, etc. Use of compass; direction, distance, and position. Study maps of country and city. Lessons on local history.

II. General study from globe and maps. Hemispheres, continents, grand divisions, oceans, and large islands; their relative position and size. One mountain range in each grand division; two large cities; one large river; two or three important countries. Study map of the State. Use modeling board for main features of the surface. Read books treating of geographical subjects *e. g.* Book II. Glimpses of the World in the series, "The World and Its People."

#### FOURTH YEAR—A CLASS.

*Reading and Spelling*—Second Reader, from page 147 to 193. Other work and instruction same as B Class.

*Numbers*—State Primary Number Lessons, beginning with page 141. Continue all the work of the B Fourth Class. Factoring numbers below 100. Add and subtract simple mixed numbers,  $2\frac{1}{2}$ ,  $3\frac{1}{3}$ , etc. Simple examples in multiplying and dividing fractions by whole numbers, as  $\frac{1}{2} \times 6$ ;  $1 \div 2$ , etc. Write and read three decimal places (tenths, hundredths, thousandths); their relation to units and to one another. Addition and subtraction of decimals to and including thousands; and of U. S. money. Ten times, one hundred times, and one thousand times integers and decimals. The units of long, of liquid, and of dry measure reviewed. Measuring distances, and length, width, and height or depth. Simple bills.

*Geography*—Globe and map study, locating our country. Cross section of our country, illustrated with sand or on the blackboard. Position of Pacific Slope. Study Pacific Slope. (Consult Elementary Geography, covering main points of the work from page 60 to 88). Review lessons on the globe. Read "The World and Its People, Book III. Our Own Country."

#### FOURTH YEAR—A AND B CLASSES.

*Supplementary Reading*—Black Beauty; The World and Its People, Book III.

*Writing*—As directed by the special teacher.

*Drawing*—Free-hand Drawing Books, Nos. 5 and 6. Dictation exercises. Bradfield's Drawing Book, No. 4. First lessons in Design—with circle. Drawing on blackboards. Drawing from objects.

*Language*—1. Reproduction, oral and written. See work of preceding class. Make observation lessons the basis of this work. After several oral lessons in an analysis or examination of plants, etc., have the pupils develop an outline and write a composition, illustrated by their own drawings of the parts studied.

2. Once in two weeks give an exercise in letter-writing.



3. "Lessons in Language" in the hands of the pupils to Lesson 85.

4. Learning to distinguish Declarative, Interrogative and Exclamatory sentences. Constructing sentences and distinguishing nouns, pronouns, verbs and adjectives, and selecting such words from any books in use. No definitions learned. Constructing sentences to express present, past, and future time. Modifiers of verbs to tell when, where, and how. Analysis of simple sentence into subject and predicate. Use of hyphen in a word divided at the end of a line. Drill on possessives; contracted words; quotations, undivided and divided.

ORAL AND OBSERVATION LESSONS:—

*Zoology*—Review lessons on birds. Branch Vertebrates. Class—Birds. General characteristics. Comparison of feet. Orders—Waders, swimmer, runners. Lessons on common insects. Division of body. Cocoons collected. Metamorphosis.

*Botany*—Review. Pistil of the flower develops into fruit. Fruits, Seeds, different kinds of stems; woody and herbaceous. Distinguish deciduous and evergreen trees.

*Physiology*—Finish Pathfinder No. 1.

*Morals and Manners*—Tell suitable stories, repeat maxims, insist upon general neatness, pure and chaste language. Gow's Primer of Politeness.

*Physical Exercise*—Same as in former years.

*Music*—Review what has been taught. Explain the s.a.f. Teach names and relative value of different notes and rests. Practice beating time. Normal Second Music Reader, fifteen minutes daily.

FIFTH YEAR—B CLASS.

*Reading and Spelling*—Second Reader, from page 193 to 238. Require pupils to write all new words, with synonyms and definitions, to be read and criticised as a part of the recitation. Each pupil should have a dictionary, and be taught how to use it. Require them to produce the subject matter of all pieces read. Have the lesson read once through, substituting for principal words synonyms or brief definitions. Practice freely the concert exercise of short sentences for training the voice, requiring your rendering to be closely imitated. Sight-reading, as often as practicable, from suitable periodicals or books. Pupils should be able to read an ordinary newspaper with readiness and intelligence. Try to make all recitations pleasant, by varying their character and avoiding monotony. Silent reading. Spell all new words in reader and other text books. Spelling contests occasionally. Word lessons in articulation, pronunciation, diacritical marks, and sounds. Spelling blanks, using pen and ink.

*Arithmetic*—State Advanced Arithmetic in the hands of the pupils to page 91. Omit pages 63 to 71 inclusive and substitute only such simple exercises on the topics mentioned, as will facilitate the work in fractions.

which follows, e. g., work given in Thomson's Intellectual Arithmetic. In the work in fractions avoid uncommon fractions, substituting those which are common to business. Subjects: Notation, Numeration, Addition, Subtraction, Multiplication, Division, Factors, Fractions. Much work on blackboard giving simple test examples not found in book. Multiplication and division of decimals to and including hundredths; and of U. S. money. Units of square measure, of avoirdupois weight, and of time. Frequent mental exercises, original and from book. Daily drill in rapid addition.

*Geography*—State Elementary Geography. I. From page 32 to 63. II. From page 60 to 95. Supplement work in each period by reading geographical stories: World by the Fireside; Zigzag Journeys in the Occident, etc.

Production and climate maps; maps of river-systems and mountain-systems. Profile and outline maps. Let drawings be rapid sketches rather than elaborate work. Modeling in sand and clay.

#### FIFTH YEAR—A CLASS.

*Reading and Spelling*—Second Reader completed. Other work and instructions same as B Class.

*Arithmetic*—Advanced Arithmetic from page 91 to 122. Subjects: Common Fractions (reviewed), Decimals and Bills. Omit the following from the text books:—Complex Fractions; Exercises 136, 141 and 142; Contracted Division of Decimals; Short methods in Multiplication except 1; Short methods in Division except 1. Simplify and shorten "Practical Work in Decimals," exercise 168.

Drill principally with business fractions such as halves, quarters, eighths, twelfths, thirds, sixths, fifths and tenths. Observe same suggestions under work in decimals. Units previously studied reviewed. United States Money, pages 168, 169 and 170. Measure distances and dimensions, and find areas of rectangles, orally. Frequent mental exercises, original and from the book. Daily drill in rapid addition. Reviews. Use Thomson's Intellectual Arithmetic.

*Geography*—Complete the Elementary Book as follows: Period I. South America and Europe. Period II. Asia, Africa and Oceanica. Review. Draw maps and supplement work as in B 5. See list of books for Supplementary Reading in the State Text Book.

#### FIFTH YEAR—A AND B CLASSES.

*Supplementary Reading*—Wings and Fins; Stories of Our Country—Johannot. The World and Its People, Book IV.

*Writing*—As directed by the special teacher.

*Drawing*—Free-hand Books, Nos. 7 and 8. Bradfield's Drawing Book No. 5. Dictation. Fine drawing. Black-board drawing. Exercise in designing. Drawing from objects.

*Language*—1. Composition work as indicated under 1 of 4th year. Powell's "How to Write," Part II for suggestive work in composition. Use Topical Outline. Study "Plan of Composition," pages 93, 76 and 104.

2. Letter-Writing once in two weeks.

3. "Lessons in Language" in the hands of the pupils completing Part I from lesson 85. For supplementary exercises Powell's "How to Write," Part I.

Drill on using the Verb right—do, did, done; see, saw, seen; blow, draw, grow, know, beat, break, fall, freeze, write, choose, drive, fly, give, go, ride, shake, speak, forsake, rise, steal, take, tear, wear, come, drown, attack.

Drill on using the right Verb—Lie, lay; sit, set; teach, learn; like, love.

4. Continue all of work as indicated under 4 of 4th year Author's days observed and quotations learned.

ORAL AND OBSERVATION LESSONS:—

*Zoology*—Continue study of typical forms of bird life. Continue work with insects. Let pupils observe, compare and describe.

*Botany*—Study roots, The plant as a whole. Annuals and perennials. Continue comparison of different specimens. Write descriptions. See Powell's "How to Write." Outline page 200.

*Physiology*—Instruction on alcohol and tobacco. The human skeleton. Pathfinder No. 2 to page 57.

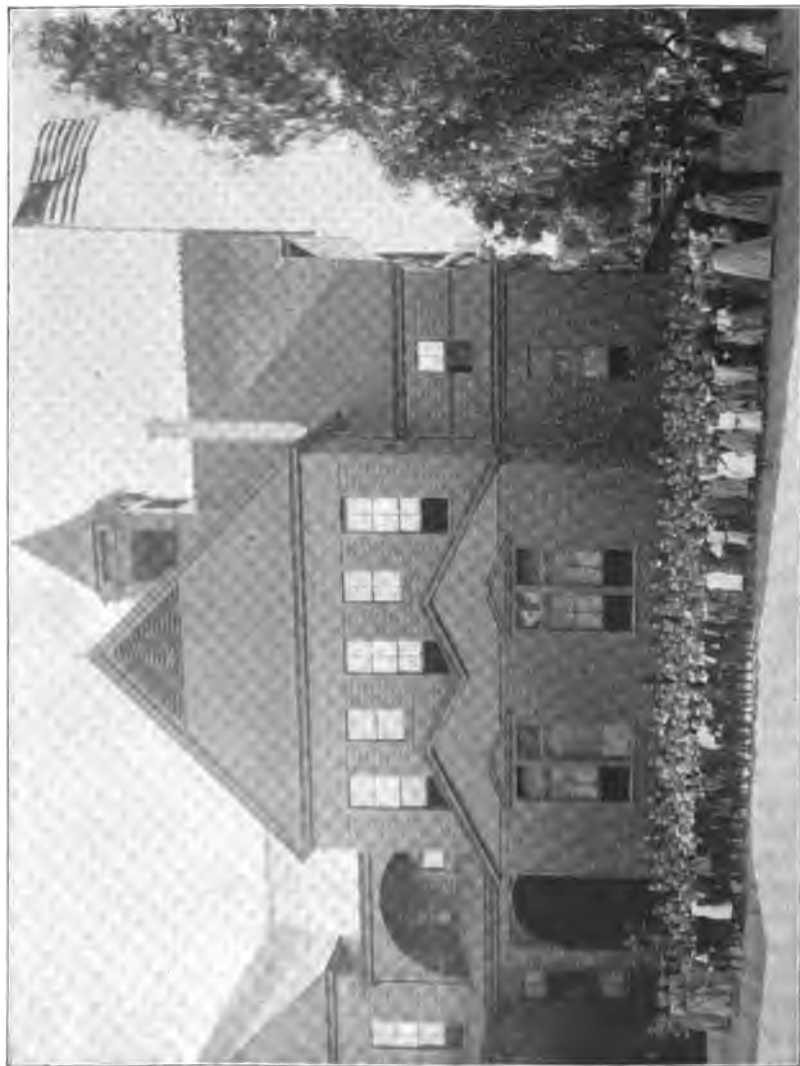
*Morals and Manners*—Conversational lessons on politeness and rules of deportment at home and in public places. Illustrate by common incidents of noticeably good or bad behavior. Keep neatness prominent in person, desk, books, papers, etc. Gow's Primer of Politeness.

*Physical Exercise*—Twice a day. Consult Mason's or other suitable books on Physical Exercise for forms. May allow a pupil to lead. Secure animation.

*Music*—Normal Second Music Reader. Simple two-part songs and easy rounds. Count and beat time. Practice intervals. Fifteen minutes daily.







SEVENTEENTH STREET SCHOOL

# GRAMMAR DEPARTMENT.

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## SIXTH YEAR—B CLASS.

*Reading and Spelling*—California State Third Reader to page 91. Encourage pupils to make free use of dictionaries. Pay special attention to the character of each selection, adapting the style of reading to the sentiment of the piece. Occasional concert reading of choice selections. Continue elocutionary drill in modulation, inflection, enunciation, and emphasis. Words in text books, especially geography, to be spelled. Spelling contests with other classes of same grade recommended—by sound, by letter, and in writing, with silent letters and sounds marked.

*Arithmetic*—Rapidly review Decimals except portions previously omitted, and Bills. Take a few simple examples in Complex Fractions. Slate Arithmetic from page 122 to 158, omitting the following: Plastering, Stone and Brick Work, Longitude and Time; Troy, Apothecary, and Diamond Weights; English Money. *Precede and accompany each subject in written arithmetic with Thomson's Intellectual Arithmetic.* Measure the dimensions and find the volume of cubes, and other rectangular solids, orally. Rapid addition daily. Reviews.

*Language*—First 37 Lessons of Part II, and Composition Lessons, "Lessons in Language." Supplementary Lessons—Powell's "How to Write." Compositions 38, 43, 59, 60, 61, 80, 90-99, 104, 105, 107, 108, 109, 122. Letter writing once in four weeks.

*Geography*—Harper's School Geography, commenced at page 24 and studied to page 53 by outlines, as follows: Period I. United States and map, New England and Middle Atlantic States. Period II. South Atlantic, South Central and North Central States. Draw map of North Central States. Direct pupils in the use of the library to supplement the work of both periods.

Sunny South (Butterworth) and Zigzag Journeys recommended.

## SIXTH YEAR—A CLASS.

*Reading and Spelling*—Third Reader from page 91 to 172. Other work and instructions same as B class.

*Arithmetic*—Percentage; and its application to: (1) Commission and other simple subjects (2) Simple interest. State Arithmetic, pages 181 to 185. State Arithmetic, pages 204 to 206. Thomson's Intellectual Arithmetic, Chapter X. For supplementary problems see State Arithmetic. Mental Arithmetic carried along in connection with written. Rapid addition daily. Reviews.

*Language*—1. Complete Part II of "Lessons in Language."

2. State Grammar in the hands of the pupils, for selected lessons: (a) Formation of plurals. Lessons 57, 58, 60 and 61. (b) Possessive Forms. Lessons 74 to 76. (c) Pronouns. Lesson 77. (d) Verbs. Lessons 176 to 179.

Principal parts of the following verbs: Be, begin, bite, blow, bring, buy, do, draw, drink, drive, eat, fly, freeze, go, grow, know, lay, lie, ride, ring, rise, say, see, sing, sit, speak, stay, swim, take, teach, throw, wake, wear, work, write.

3. Composition work of B6.

4. Letter Writing. For forms see State Grammar Chapter XV. Punctuation continued.

*Geography*—Study from page 53 to 86, the following, by outlines: Period I. West Central States, States of the Plains, and Highland States. Draw maps of the West Central and States of the Plains—northern division, and the Highland-Pacific States. Period II. Dominion of Canada, Mexico, Central America, South America, and review. Supplementary reading, as Boy Travellers (Knox), Tales out of School (Stockton.)

#### SIXTH YEAR—A AND B CLASSES.

*Supplementary Reading*—Flyers, Creepers and Swimmers; Stories of Other Lands—Johonnot. Information Reader No. 2.

*Writing*—As directed by the special teacher.

*Drawing*—Free-hand, Books 8 and 9. Bradfield's Drawing Book, No. 6. Dictation, limiting time. Drawing on blackboard. Designing with square. Drawing from objects.

#### ORAL AND OBSERVATION LESSONS:—

*Zoology*—Review, Branch Vertebrata. Teach characteristics of the two classes—Reptiles; Amphibia, metamorphosis of Amphibia.

Characteristics possessed in common by mammals, birds, reptiles, amphibia. Let pupils observe, compare and describe. Study fly and grasshopper. Each pupil should have a specimen.

Continue work with insects. Special study of beetle, butterfly and silk worm. Draw, dissect, mount and describe. Reference—Colton's Zoology, Holder's Zoology.

*Botany*—Review Stems studied. Distinguish between exogenous and endogenous plants. Application to plants in hand of all the terms that have been used. Continue comparison of different specimens.

*Physiology*—Cover work from page 57 to 109. Pathfinder No. 2.

*Morals and Manners*—Energy, activity, directness of purpose, self-reliance, perseverance and endurance, as contributing to success in life;

apply them to the performance of school duties. Show the evil effects of want of energy, indecision, laxity of purpose. Same reference books as before.

*Physical Exercise*—Twice a day, as in fifth year.

*Music*—Normal Second Music Reader. Practice sight singing in all the keys. Fifteen minutes daily.

#### SEVENTH YEAR—B CLASS.

*Reading and Spelling*—Selected lessons from the Third Reader. Pupils in this grade should learn something of the author of every piece studied. Appoint certain ones from day to day to find out and report to the class something more of the authors than the book gives—having them bring in and read suitable selections from their writings. Make the developing and training of voices the object of frequent and suitable exercises. The training of pupils in reciting "declamations" may profitably be made a part of regular lessons in reading, care being taken in the selections. Use dictionaries freely. Special attention to words in geography and history for spelling. Inter-class contests, once or twice each term recommended, on same conditions as in sixth year. Mark sounds and silent letters.

*Arithmetic*—State Arithmetic. (1) Percentage, continued; its application to: Profit and Loss; Commission; Interest. Omit "Problems in Interest," pages 210, 211, 212, 213. (2) Review denominate numbers with practical problems. If reviewed from the State book, omit one-half the problem. Give simple work on the subjects omitted under this work in B6. Aim to secure *accuracy* in decimal operations of percentage and compound numbers. *Precede and accompany each topic in written arithmetic with Thomson's Intellectual Arithmetic.* Rapid addition daily.

*Grammar*—State Grammar, to Lesson 65. Composition work of A7. Letter writing once in four weeks.

*Geography*—From page 86 to 119, the following by outlines: Period I, Europe and Asia. Period II, Oceanica, Africa, and review. Draw maps of Europe and Africa.

For supplementary work, read such books as *Boy Travellers*; *Our New Way Round the World* (Coffin), *Voyage in the "Sunbeam"* (Brassey), *In Darkest Africa* (Stanley.)

#### SEVENTH YEAR—A CLASS.

*Reading and Spelling*—Selected lessons from the Third Reader. Other work and instruction same as B Class.

*Arithmetic*—State Arithmetic, pages 178 to 210, and 221 to 228. (1) Percentage continued; its applications reviewed. Consider rapidly its further application to Insurance, Taxes, Duties and Stocks. (2) Partnership and Accounts. *Accompany each topic with Thomson's Intellectual Arithmetic.*



*Grammar*—(1) State Grammar to Lesson 118. Review lessons on Verbs. See work of A6. (2) Continue Composition Work. Chittenden's Element's of English Composition in the hands of the teacher. Reproduction of "The Leak in the Dike"—Phoebe Cary. Oral discussion and analysis; special reference to Topical Outline. Follow plan in Development I. page 39 of Chittenden. Study closely, making Topical Outline and reproducing in written form the following: "The Village Blacksmith;" "The Painter of Seville." Study selection, page 141, developing the pictures. Study from the Third Reader—Character of the Puritans, page 362. Also "The Little Match Girl," page 208.

Written work to be done in the class. Character studies and picture-making continued as time will permit. Let the pupils occasionally illustrate by pencil sketches the pictures contained in a given stanza. Essay on Columbus from Topical Outline.

*Geography*—Period I. The first 24 pages of the book. Special Geography of California by outline, as far as Forests. Period II. California finished. A general review with special attention to the United States. Draw map of California.

For Supplementary Reading Stories of Persons and Places in America (H. A. Smith;) Great Cities of Modern World (H. A. Smith;) Boy Travelers, Etc.

#### SEVENTH YEAR—A AND B CLASSES.

*Supplementary Reading*—Claws and Hoofs—Johonnot; Information Reader, No. 3. Beginner's American History—Montgomery.

*Writing*—As directed by the special teacher.

*Drawing*—Free-hand, Books Nos. 10 and 11. Bradfield's Book No. 7 and American Blank Drawing Book. Lessons in design. Blackboard drawing. Dictation. Drawing from objects.

#### ORAL AND OBSERVATION LESSONS :—

*Zoology*—Review work of previous year, adding a class not already studied. Continue work with insects. Special study of beetle, butterfly and silk-worm. Draw, dissect and describe. Reference, Colton's Zoology; Holder's Zoology.

*Botany*—Same as sixth year.

*Physiology*—Respiration and circulation. Cover work from page 108 to 165, in Pathfinder No. 2.

*Morals and Manners*—Lessons on the rights of property, duties of citizenship, respect for authority, respect for age, filial obedience. Take advantage of current incidents of daily news to impress a lesson in good manners or morality upon your pupils. Gow's Morals and Mannets.

*Physical Exercise*—Arm movements and breathing exercises, as directed in Swett's School Elocution.

*Music*—Normal Third Music Reader.

#### EIGHTH YEAR—B CLASS.

*Reading and Spelling*—Selected Lessons from the Third Reader. Pursue same general plan as in seventh year. Do not allow trashy selections to be recited or read.

*Arithmetic*—Simple and Compound Interest; Partial Payments; Profit and Loss; Analysis and Proportion; Square Root. Omit pages 230, 232, 233, 234, 235, 236, 241, 245. *Accompany each topic with Thomson's Intellectual Arithmetic.* Rapid addition daily. Reviews.

*Grammar*—State Grammar to Lesson 154. Also from Lesson 176 to 190, studying principal parts of the first 100 irregular Verbs from the list in the State Grammar. Conjugation of Verbs in the Indicative Mood. Composition work of A8.

*U. S. History*—State Series from Chapter XIV to XXIV.

#### EIGHTH YEAR—A CLASS.

*Reading and Spelling*—Complete Third Reader and follow instructions for B class and seventh year. The spelling of words in history, physiology, zoology and botany, to be made a part of each recitation, and these words specially used in the "contests," which are advised, as in the lower grades. Mark sounds and silent letters.

*Arithmetic*—1. Review the book, giving short practical business examples in the various subjects except what has been omitted. Mensuration. Use Thomson's Intellectual Arithmetic. Omit Miscellaneous Problems Exercise 261. Secure *accuracy* in decimal operations of percentage, etc.

2. Hill's Lessons in Geometry begun. Three recitations a week devoted to Geometry, and two to Arithmetic.

*Grammar*—State Grammar from Lesson 154 to 221. Composition—1. Selections from Third Reader for analytical study in parsing, structure of sentences, and figures of speech. Gray's Elegy, page 353; Bunker Hill Monument, page 411.

2. Selections from Chittenden's Elements of English Composition (in the hands of the teacher) for Reproduction and Paraphrase. Drill on changing figurative to plain and reverse. Give frequent exercises both oral and written, in reproducing and developing the pictures sketched by the author. Have pupils memorize the passage of their preference. An essay, subject selected from list pages 169 to 172.

*U. S. History*—Finish the book. Montgomery's Leading Facts in American History for reference.

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EIGHTH YEAR—A AND B CLASSES.

*Supplementary Reading*—Johannot's Stories of Olden Times; Ten Great Events in History. Irving's Sketch Book.

*Writing*—As directed by the special teacher.

*Drawing*—Free-hand Drawing, Books 11 and 12, and Bradfield's Drawing Book No. 8. Lessons in designing from natural objects. Dictation exercises. Drawing on blackboard. Drawing from objects.

ORAL AND OBSERVATION LESSONS :—

*Zoology*—Vertebrates reviewed. Mollusks and radiates. Typical forms of insect life. Insects injurious to California fruit trees.

*Botany*—Five new specimens analyzed, drawn and pressed. Plants useful in art. Medicinal plants.

*Physiology*—Nervous system. Complete Pathfinder No. 2.

*Morals and Manners*—Adapt any of the suggestions to lower grades on this subject that are suitable for your class. Give an occasional earnest talk (no set speeches,) remembering that illustrations and facts are better than theories. Gow's Morals and Manners and Cowdery's Moral Lessons for reference.

*Physical Exercise*—Same as seventh year.

*Music*—Normal Third Music Reader.





# Text Books in High School

PRICES FIXED BY LOCAL DEALERS IN THE CITY.

1892-93.

Child's Essentials of Book-keeping.....	\$1 00
Hill's Lessons in Geometry, latest edition.....	75
Wentworth's School Algebra, latest edition.....	1 25
"    Plane and Solid Geometry, latest edition.....	1 40
"    "    Trigonometry, (cloth).....	85
Kellogg's Rhetoric.....	1 25
Kellogg & Reed's Word Building.....	50
Ginn's Bulfinch's Age of Fable (Gayley).....	1 65
Rolfe's Lady of the Lake (cloth).....	75
"    Lay of the Last Minstrel (cloth).....	75
"    Merchant of Venice (cloth).....	65
"    Julius Cæsar (cloth).....	65
Seaside Alhambra.....	20
"    Newcomes, Vols. I and II, each.....	20
Clark & Maynard's (English Classics) Sir Roger de Coverle.....	15
Houghton, Mifflin & Co.'s Riverside Evangeline.....	15
"    "    "    "    Snow Bound.....	15
"    "    "    "    Vision of Sir Launfal.....	15
Macmillan's Burke, Vol. 1.....	1 25
Hawthorne's Tanglewood Tales.....	1 00
Bell's Comus.....	50
Hale's Longer English Poems.....	1 25
Oeiklejohn's English Literature.....	1 00
Autliks of Mediæval and Modern History—Myers.....	1 65
Ancient History for Colleges and High Schools—Myers & Allen.....	1 65
State Physiology.....	60
State Civil Government.....	55
Fiske's Civil Government in U. S.....	1 15
Maury's Physical Geography, latest edition.....	1 50
Gray's Field, Forest and Garden Botany.....	1 65
Gage's Introduction to Physical Science.....	1 10
Williams' Introduction to Chemical Science.....	85
Young's Elements of Astronomy.....	1 60
Joynes-Meissner German Grammar.....	1 35
Keetel's Elementary French Grammar.....	1 20
Monsanto & Languellier's Practical Course with the Spanish Language.....	1 40
Collar & Daniell's Beginner's Latin Book, latest edition..	1 10
Collar's Gate to Cæsar.....	45

Collar's Gradatim .....	45
Ailen & Greenough's Latin Grammar, latest edition .....	1 35
"        "        Cæsar,        "        " .....	1 40
"        "        Cicero,        "        " .....	1 40
"        "        Virgil,        "        " .....	1 75
Daniell's Latin Composition .....	1 25
Leighton's New Greek Lessons .....	1 40
Goodwin's Greek Grammar .....	1 65
"        Xenophon's Anabasis with Vocabulary .....	1 65
Keep's Homer's Iliad .....	2 00
Jones' Exercises in Greek Prose Composition .....	1 00
Blake's Homer's Lexicon .....	1 20
Laughlin's Political Economy .....	1 40
Bartholomew's Drawing Books .....	15
American Blank Drawing Book .....	10

## SPANISH.

1st—Worman's First Spanish Book .....	50
2nd—Bransby's Second Spanish Book of the Worman Series. ....	50

## FRENCH.

1st—Larive et Fleury, Troisieme Année de la Grammaire .....	
2nd—Contes Choisis de Daudet .....	
3rd—Le Roi de Montagnes, About. ....	
4th—Hennequin's Idiomatic French Composition .....	
5th—Bôcher's College Plays .....	
6th—Le Cid, Corneille; Athalie, Racine; L'Avare, Moliere .....	
7th—Worman's First French Book .....	

## GERMAN.

1st—Harris's German Composition .....	
2nd—Meissner's Aus Meiner Welt .....	
3rd—Lessing's Minna Von Barhelm .....	
4th—Wenckebachs Schrakamps Deutsche Grammatik .....	
5th—Wenckebachs Compilation of Die Schönsten Deutschen Lieder ..	
6th—Freitag's aus dem Staat Friedrich der Grossen .....	



## HIGH SCHOOL CURRICULUM.

SCIENTIFIC	REC. PER WEEK	LITERARY	REC. PER WEEK	CLASSICAL	REC. PER WEEK
(Elementary Geometry, to Circles. English—Bulfinch's Age of Fable; Word Building. Physiology. Physical Geography. Drawing.)	5 5 4 5 2	(Elementary Geometry, to Circles. English—Bulfinch's Age of Fable; Word Building. Physiology. Latin, or Spanish. Drawing.)	5 5 4 5 2	(Elementary Geometry, to Circles. English—Bulfinch's Age of Fable; Word Building. Physiology. Latin, or Spanish. Drawing.)	5 5 4 5 2
(Elementary Geometry, completed. English—Lady of the Lake; Word Building; Grammar. or { Book-keeping, double entry. or { Civics. Zoology. Drawing.)	4 5 5 3 2 4 2	(Elementary Geometry, completed. English—Lady of the Lake; Word Building; Grammar. Physiology. or { Book-keeping. or { Civics. Latin, or Spanish. Drawing.)	4 5 5 3 2 5 1	(Elementary Geometry, completed. English, Lady of the Lake; Word Building; Grammar. Physical Geography. or { Book-keeping. or { Civics. Latin, or Spanish. Drawing.)	4 5 5 3 2 5 2
(Algebra, to Fractions. English—Rhetoric; Alhambra; Snow Bound. Botany. History—Grecian and Roman; or { French. Drawing.)	5 5 4 4 2	(Algebra, to Fractions. English—Rhetoric; Alhambra; Snow Bound. Latin—Caesar; or German or Spanish. History—Grecian and Roman. Drawing.)	5 5 5 4 2	(Algebra, to Fractions. English—Rhetoric; Alhambra; Snow Bound. Latin—Caesar; or German or Spanish. History—Grecian and Roman. Drawing.)	5 5 5 4 2
(Algebra, to Quadratics. English—Rhetoric; Evangelist; Sir Roger de Coverley; Vision of Sir Launfal. History—Roman and Medieval, or { French. Business, Arithmetic—French or German. Drawing.)	5 5 5 3 2	(Algebra, to Quadratics. English—Rhetoric; Evangelist; Sir Roger de Coverley; Vision of Sir Launfal. History—Roman and Medieval. Latin—Caesar; or German, or Spanish. Drawing.)	5 5 5 5 2	(Algebra, to Quadratics. Greek, or French. History—Roman. Latin—Caesar; or German, or Spanish. Drawing.)	5 5 5 5 2

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## HIGH SCHOOL CURRICULUM.—CONTINUED.

SCIENTIFIC	REC. PER WEEK	LITERARY	REC. PER WEEK	CLASSICAL	REC. PER WEEK
Middle B.					
Geometry—to similar Polygons; French or German.....	5	Geometry—to similar Polygons; French or German.....	5	Geometry—to similar Polygons; French or German.....	5
English—Merchant of Venice; The Newcomer; Rhetoric.....	5	English—Merchant of Venice; The Newcomer; Rhetoric.....	5	English—Merchant of Venice; The Newcomer; Rhetoric.....	5
Physics—Mechanics and Heat.....	5	Latin—Cicero; or German.....	5	Latin—Cicero; or German.....	5
History—Modern; or French.....	5	History—Modern.....	5	Greek or French.....	5
Drawing.....	2	Drawing.....	2		
Middle A.					
Geometry—Plane, completed; French or German.....	5	Geometry—Plane, completed; French or German.....	5	Geometry—Plane, completed; French or German.....	5
English—Hales' Poems; History of English Language.....	4	English—Hales' Poems; History of English Language.....	4	Greek—Anaxagoras, or French.....	5
Physics—Sound; Light; Electricity.....	5	Latin—Cicero, or German.....	5	Latin—Cicero or German.....	5
Chemistry.....	5	Civics—Review of U. S. History.....	5	Civics; Review of U. S. History.....	5
Political Economy.....	2	Drawing.....	2		
Drawing.....	2				
Senior B.					
Algebra—Quadratics; French or German.....	5	Algebra—Quadratics; French or German.....	5	Algebra—Quadratics; French or German.....	5
English—Burke, Vol. I; Julius Caesar.....	5	English—Burke, Vol. I; Julius Caesar.....	5	English—Burke; Vol. I; Julius Caesar.....	5
Chemistry.....	5	Physics—Mechanics and Heat.....	5	Greek; Anaxagoras, Iliad; or French.....	5
Political Economy.....	2	Latin—Virgil; or German.....	5	Latin—Virgil; or German.....	5
Drawing.....	2	Drawing.....	2		
Senior A.					
Plane Trigonometry; or French, or German.....	5	Latin—Virgil; or German.....	5	Latin—Virgil; or German.....	5
English—History of Literature; Hales' Poems; Conus.....	5	English—History of Literature; Hales' Poems; Conus.....	5	English—History of Literature; Hales' Poems; Conus.....	5
Chemistry.....	4	Physics—Sound; Light; Electricity.....	5	Greek—Iliad; or French.....	5
Astronomy.....	4	Plane Trigonometry; Botany; Astronomy—French or German (optional).....	4	Plane Trigonometry; Botany; Astronomy—French or German (optional).....	5
Drawing.....	2	Drawing.....	2		

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AN OUTLINE  
OF THE  
COURSE IN ENGLISH

IN  
LOS ANGELES HIGH SCHOOL.

Arranged for four years' work, each term presupposing thorough knowledge of previous work.

B NINTH.

I. *Literature and Expression*—Bulfinch's Age of Fable. Substance of text in pupil's own language, oral and written. Reference to ancient geography and history. Tracing of myths through different lands. Use of myths in literature, so far as time and the maturity of class will allow.

II. *Reading*—Attention to position, enunciation, expression.

III. *Dictionary Work*—Diacritical marks, rules for pronunciation.

IV. *Grammar*—Attention to capitals, punctuation, margins, headings, and general appearances. Short sentences, clearness and simplicity required. Take syntax from written exercises corrected in class.

V. *Word Building*—Lessons I-XXV., Kellogg and Reed.

VI. *Further Composition Work*—Newspaper paragraphs on local occurrences. Description of pictures, of rooms, and buildings, from observation.

Composition work constantly throughout course.

A NINTH.

I. *Literature and Expression*—Scott's Lady of the Lake. A canto read through for the story, then re-read, giving meaning of words, looking up geographical and other allusions, seeing beauty of figures, Scottish scenery, history, and life. Memorizing, and weaving parts memorized into written work. In this and all subsequent reading, the life of author and his place in literature. Marked differences between poetry and prose. Transposition of verse into prose. Descriptions of scenery from poem and from nature. Short description of personages. Oral and written telling of story. Outline of each canto. Amplification of situations by intro-

ducing imaginary details. Tales of a Grandfather for reference. Reading of Hawthorne's Tanglewood Tales.

II. *Reading*—As in B Ninth. Effort to make it pleasurable to listeners.

III. *Dictionary Work*—As in B Ninth.

IV. *Grammar*—Kellogg's Rhetoric, 30 lessons. Simple, compound, and complex sentences by analysis and synthesis. Participles and infinitives. Transposition and transformation of phrases and clauses. Punctuation. Order and clearness in arrangement and expression should be secured before completing the grade.

*Word Building*—Substance of Lessons XXVI-XLIV.

#### JUNIOR B.

I. *Literature and Expression*—1. Irving's Alhambra. Moorish and Spanish scenery, architecture, customs, legends. Conquest of Granada as reference book. Unfamiliar and metaphorical use of words. Expression of one thought in as many ways as possible. Oral and written narrative and description, attempting to reproduce in Irving's style. Reproduction of stories giving different endings or introducing imaginary adventures. Given a group of characters, to imagine stories. Imitative sketches taken from Spanish life in Southern California.

2. Whittier's Snow Bound. New England winter scenery and life. Description of different days from observation. Paraphrases. Exposition of certain passages.

II. *Rhetoric*—Kellogg's Qualities of Style. Perspicuity and synonyms stretched in connection with the Alhambra; Imagery and scansion with Snow Bound. Dictation for punctuation.

Author's birthdays observed throughout Junior year. Pupils expected to read something of each author, outside of class requirements, and to report on home reading.

#### JUNIOR A.

I. *Literature and Expression*—1. Longfellow's Evangeline, Fall term; Courtship of Miles Standish, Spring term; the other being read at home. Comparison of Acadian life with that of the Pilgrims. Character studies. Comparison of Evangeline with Priscilla. Description and narrative. Shades of verbal meaning. Varieties of the phrase.

2. Addison's Sir Roger de Coverley. Constitution of the Spectator's Club. Social life of the period. Character sketches. Verbal peculiarities. The sentence. Imaginary letters in imitation of the Spectator.

3. Lowell's Vision of Sir Launfal. Memorizing of large portions. Analysis of Imagery, Beauty in thought and language. Tennyson's Holy

Grail read to the class and the two poems compared. Essays on suggested themes.

II. *Rhetoric*—Imagery and scansion in connection with Longfellow and Lowell; energy, wit, and humor, with Addison; elegance with all three.

#### MIDDLE B.

*Literature and Expression*—1. Shakespeare's Merchant of Venice. Training in oral dramatic reading. Prosody. Elizabethan grammar and analysis of sentences. Verbal and other peculiarities and difficulties. Imagery. Memorizing. Ability to place prominent passages. Character sketches verified by quotation. Argumentative writing based on play. Final tabulated analysis of entire plot.

2. Thackeray's Newcomes. Class discussion of home reading. Oral debates. Qualities of style. Dictation for punctuation. Phases of character developed in relations of personages to one another.

George Eliot's Silas Marner in place of Newcomes, Spring term.

#### MIDDLE A.

I. *Literature and Expression*—1. Hale's Longer English Poems, selections. Goldsmith's Traveler and Deserted Village; Cooper's Heroism and Mother's Picture; Gray's Elegy; Byron's Prisoner of Chillon; Burns' Cotter's Saturday Night and Two Days; Dryden's Ode for St. Cecilia's Day, and Alexander's Feast; Pope's Rape of the Lock.

Comments on selected portions, outlines, abstracts, paraphrases, oral and written. Saxon, Latin and French elements studied somewhat, reviewing previous work in word-formation. Imaginary pen pictures. Imaginary conversation at the Cotter's.

II. *Rhetoric and Further Composition*—Varieties of Production, letter writing, scansion; one original story, if possible; one illustrated essay or story.

During middle year each student reads at home and writes reviews of the books chosen, one each, from the following: travels, history, biography, essays, poetry and fiction.

III. *History of the English Language*—Based on Kellogg and Meiklejohn.

#### SENIOR B.

*Literature and Expression*—1. Burke's Select Works, Vol. I., edited by Payne. Historical connection, subject matter, reasoning oratorical style. Paraphrases and abstracts. Close argument of American speeches, from memory.

(Fall classes for the present will study Macaulay's Second Essay on Earl of Chatham, or Webster's Bunker Hill Orations in place of the Present Discontents.)

2. Shakespeare's Julius Cæsar. Historical and social setting, (Plutarch and Froude for reference.) Development of characters. Dramatic construction. Interpretation. Dictation. Peculiar grammar. Parallel passages. Final tabulated analysis.

#### SENIOR A.

I. *History of Literature*, based on Meikeljohn. Essays by Macaulay, Lowell, Stedman, Matthew Arnold, and others used for aid in criticism. Brief survey of American literature.

II. *Literature and Expression*—1. Critical study of Spenser's Prothalamion; Milton's Hymn on the Nativity, L'Allegro, Il Penseroso, Comus, Lycidas; Gray's Progress of Poesy, Bard; Collins' Ode to the Passions; Coleridge's Ancient Mariner; Woodworth's Intimation of Immortality; Keats' Eve of St. Agnes.

Special study of word-derivation in Prothalamion. Reading of classic extracts to illustrate History of Literature. Reading of Pilgrim's Progress at home.

III. Commencement themes prepared during first half of this semester.

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## OUTLINE OF FRENCH COURSE.

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#### JUNIOR A.

Keetle's Elementary Grammar to Lesson 35.  
Six of La Fontaine's Fables, committed to memory.

#### MIDDLE B.

Keetle's Elementary Grammar completed.  
Dandet's Contes Choisis.

#### MIDDLE A.

Larive èt Fleury, Troisième Année de la Grammaire.  
About's Le Roi des Montagnes.

#### SENIOR B.

Larive èt Fleury completed.  
Le Roi des Montagnes completed.  
Two of Bocher's College Plays.

#### SENIOR A.

Hennequin's Idiomatic French.  
Racine's Athalie.  
Corneille's Le Cid.  
Selections from other French poets.

## OUTLINE OF GERMAN COURSE.

### JUNIOR YEAR.

1. Grammar—Joyne's-Meissner.
2. Reading and Conversation—Stern's *Studiën und Plauderein*, Vol. I.

### MIDDLE YEAR.

1. Grammar—Joyne's-Meissner, finished.
2. Composition—Harris.
3. Reading and Conversation—
  - a. "Die Schönsten Deutschen Lieder"—Wenckebach.
  - b. "Aus Meiner Welt"—Meissner.
  - c. "Minna von Barnhelm"—Lessing.

### SENIOR YEAR.

1. Grammar—Wenckebach and Schrakamp.
2. Composition—Harris.
3. Conversation—"Deutscher Auschanungs."
4. Reading—
  - a. "Die Schönsten Deutschen Lieder." Memorize 1-5, Volkslieder, and 20, 23, 26, 28, 30, 32, 34, 37, 40, 42, 45, 47, 50, 52, 59, 60, 63.
  - b. "Aus dem Staat Friedrichs des Grossen."
  - c. "Wilhelm Tell" or "Die Jungfrau von Orleans."

## OUTLINE OF LATIN COURSE.

### B NINTH.

Collar and Daniell's Beginner's Book begun.

### A NINTH.

Collar and Daniell's Beginner's Book completed.  
Gradatim, for sight reading.

### JUNIOR B.

Collar's Gate to Cæsar.  
Cæsar's Gallic War. Book II.  
Daniell's Composition begun.  
Gradatim, for sight reading.

## JUNIOR A.

Cæsar's Gallic War. Books III, IV and I.

Daniell's Composition continued.

Sight reading, passages from Cæsar.

## MIDDLE B.

Cicero, Catiline, Orations, I, II and III.

Daniell's Composition, continued.

Cæsar, book V, for sight reading.

## MIDDLE A.

Cicero, Cataline, Oration IV. Orations *Pro Archia Poeia et Pro Lege Manilia*.

Daniell's Composition concluded.

Passages from other orations for sight reading.

## SENIOR B.

Virgil's Æneid, Books I and II.

Composition — Oratio recta and oratio obliqua, based upon Cæsar.

Prosody.

## SENIOR A.

Virgil Æneid, Books III to VI.

Eclogues, for sight reading.

Throughout the course special attention given to—

1. Vocabularies.
2. The reading aloud of Latin text.
3. Dictation.
5. Reading of books bearing on the subject.

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## OUTLINE OF GREEK COURSE.

## JUNIOR A.

Leighton's Lessons, 100 pages.

Goodwin's Greek Grammar for reference.

Mastery of grammatical forms, inflections, and the simple principles of syntax.

## MIDDLE B.

Leighton's Greek Lessons completed to "Miscellaneous exercises."

Grammar continued.

## MIDDLE A.

Anabasis, Books I and II. Especial attention given to *oratorio obliqua* and conditional sentences. Reading at sight. Prose composition.

**SENIOR B.**

Anabasis, Book III; Iliad, Book I. Especial attention to prose composition. Structure of Homeric hexameter. Metrical accent. Pauses. Quantity. Scansion. Sight reading.

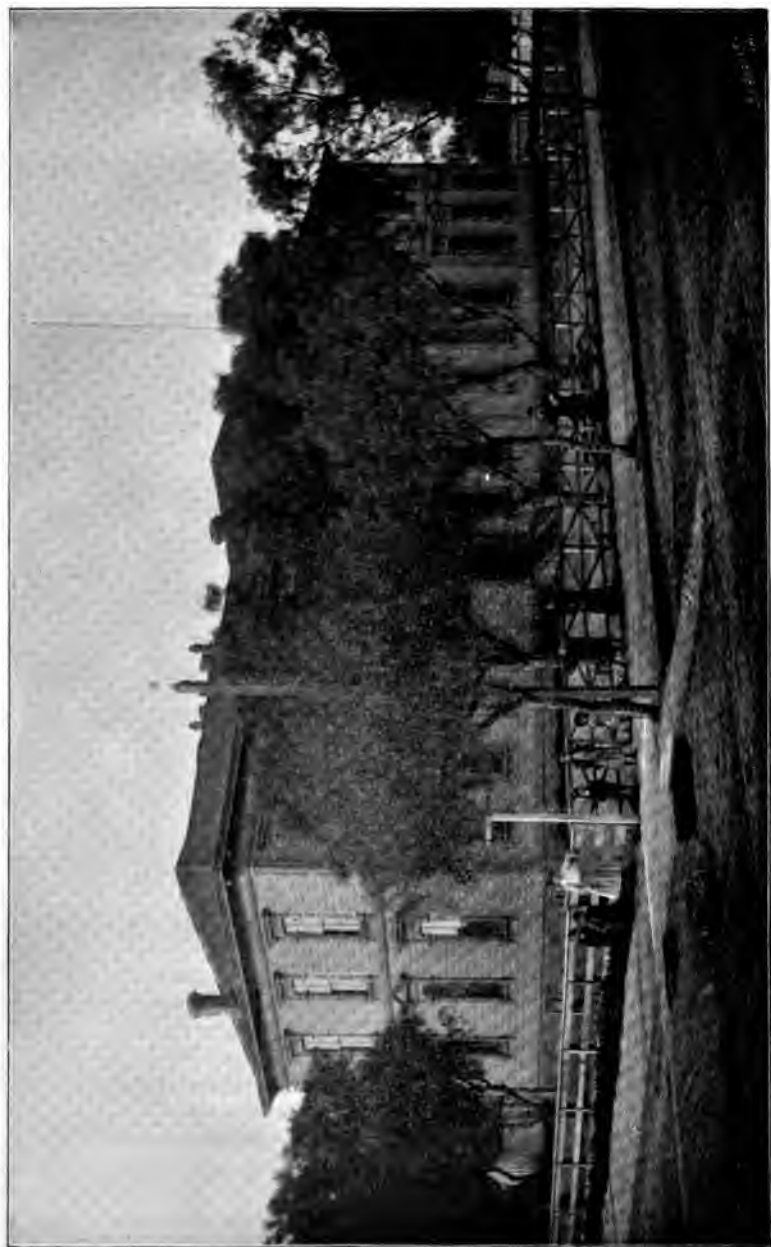
**SENIOR A.**

Anabasis, Book IV; Iliad, Book II. Prose composition continued. Choice extracts from Anabasis and Iliad, memorized.









EIGHTH STREET SCHOOL

## MISCELLANEOUS.

**I. *Election of Course***—On entering the High School, a regular course must be elected. A change may be made only at beginning of Junior year, unless in exceptional cases upon satisfactory reasons set forth in writing by parents or guardians.

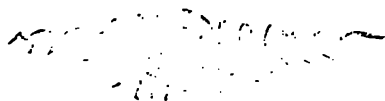
French and Grammar must be begun at the regular time only, and continued through the course. French or German may be substituted for mathematics, beginning in Middle B, when deemed advisable by the faculty; in such cases it must be begun as an extra at the regular place in course, *i. e.*, German, in Junior B; French in, Junior A.

**II.** No pupil shall be admitted to any class of the High School who has not completed the full work of one course in the preceding grades. Those who find class requirements too severe may spend three semesters doing the work of two. Pupils from High Schools, accredited by the State University, are admitted to corresponding grades without examination.

**III. *Graduation***—Pupils are graduated upon satisfactory completion of any regular course. In each class the seven pupils having the highest standing in deportment and in scholarship for entire course will have the honor of speaking in the commencement exercises.

**IV. *Rhetorical Exercises***—All pupils are active members of the "Star and Crescent Literary Society. Every regular graduate who has commendably fulfilled his society duties is publicly presented with a gold star and crescent pin, the badge of the Alumni Association. This society shall be subject to such rules and regulations as may be prescribed by the High School faculty and the Superintendent of Schools. A paper, "*The High School Idea*," is published monthly by the pupils.

**V. *Admission to College***—Graduates are at present admitted on Principal's recommendation, without examination, to all courses of the State University at Berkeley; also to Smith and Wellesley Colleges.



# ALUMNI OF THE HIGH SCHOOL.

## CLASS OF 1875.

Yda Addis (Storke)	Lillie Miliken (Coulter)
Henry O'Melveny	Addie Gates*
Jessie Peel (Church)	Henry Leck
Mary Thomas (Brown)*—7	

## CLASS OF 1876.

Olive Gibson (Marshall)	Mary Chauvin*
M. Eva Myers (Eshelman)	Helen White (Del Valle)—4

## CLASS OF 1877.

Ella Adams (Sippy)	Nannie Strauss (Dunsmoor)
Birdie Austin (West)	Edward Rimpau
Fannie Bernstein (Flater)	Frank Rimpau
Emma Whisler (Gillson)	George Williamson
Fannie Benjamin	Nelson Williams
Nannie White (Northcraft)	Kate Caystile (Porter)—12

## CLASS OF 1878.

Betty Anderson (Lowman)	Albertine Haley (Pironi)
Andrew Glassell	Ada Connor (Patten)
Fannie Kalisher (Livingstone)	Glassell Patton
Lulu Ferguson (Hayes)	Claudina Rimpau*
Abram Edelman	Hugh Glassell—10

## CLASS OF 1879.

Kate Brousseau	Nettie Morey (Deming)
Arthur Bent	Mary E. Foy
Jessie Overman (Collins)	Scott Chapman
Ella Gird (Lamb)	George D. Howland
Jennie Greenbaum (Spiers)	Carrie Smith
Charles Bell—11	

## CLASS OF 1880.

Ada Biles (Marshall)	Rebecca Laventhall
Albert Clapp	Nellie Curtis (Rorick)
Sara C. Reese	William Grosser
Lulu Entwistle (Hinton)	Lizzie S. Thayer
Maurice Hellman	Jessie Gibson (Dunham)
Mamie Woodworth (Woods)	Edward Meserve
Edith Hadley	Henrietta Rosson (Wood)
Robert Strauss—15	

\*Deceased.

## CLASS OF 1881.

Linda Austin (Heald)	Adele Condit (Bloeser)
William Batchelor	Adele Behn
Josephene Dryden	Casper Cohn
Birdie Cannor (Eversole)	Mary A. Gilday
Hermon Heinsch	Belle Childs (Knox)
Bertha Hellman (Meyberg)	Theodore Savage
Lillie Chick (Patton)	Evelyn Lothian (Mock)
Richard Stephens	Mattie Coffman
Alice Weil	Harry Tibbets

Lizzie Weston—19

## CLASS OF 1882.

Elma Ball (Stewart)	Mabel L. Hall (Forsyth)
John M. Averill*	Hanna P. Ball (Harris)
Benjamin C. Bryant	Laura Meyer
Bentinck Boyd	Effie M. Baxter (Belvin)
Ella Newmark (Seligman)	Robert R. Dominguez
Ada F. Barrows	Adele O'Melveny
Fred Fisher	Margaret J. Davis (Ralphs)
Allie Richardson	Leland N. Kercheval
Clara Stoltenberg	Lizzie Pickering (Davids)
Emma Fleishman (Elder)	Laura E. Thomas (Carter)
Jeannette Lazard (Lewin)	Agnes J. Wilson

Lowman Nevin—23

## CLASS OF 1883.

Anna Alward (Eames)	Lucinda Foy (Herron)*
Margaret Philipson	Della Baker
Emma Grebe	Edmonia Price
Belle Borton	Mary Green (Frost)
Edward J. Harper	Minnie S. Baker
Anna Morrison (McClatches)	Louis Mendelson
Josephene Dol	Loretta Newell (McPeck)
William A. Ryan	Adolph Strauss—16

## CLASS OF 1884.

Minnie L. Ames	Florence Potts
John B. Frick	Eva Byram
Gertrude Taft	Rudolph C. Heinsch
Margaret L. Craig	Helen M. Thornton (Beebe)
Herman Kerckhoff	Annie S. Field
Albert G. Lang	Alice C. Fitch
Nellie Weston	Harry H. Mayberry
Pearl Kent (McClain)	Jessie Yarnell
Edward D. Milner	Ella Lechler (Leslie)

\*Deceased

CLASS OF 1884—*Continued.*

Charles P. Bragg	George J. Philbin
Amanda Mathews	Ben P. Coulter
Guy O. Rose	C. J. Mueller (Waldenfels)
David Edelman—25	

## CLASS OF 1885.

Ada E. Baxter (Bryant)	Alice C. Miller
Ciinton A. Bradley	Ina M. Baxter (Boal)
Minnie S. Moody	Edward R. Bradley
H. N. Beckett (Trefethen)	Caroline A. Mueller
Jesse D. Burks	Lulu L. Frick (Pierce)
Lillie A. Newell (Kimball)	Arthur C. Harper
M. A. Hamilton (Harper)	Leslie R. Hewitt
Anna L. Hazeltine (Clark)	Mary Ogden (Ryan)
Charles Lantz	Camilla Hellman
Marian Otis	Edward Railton
May McLellan	Ellen Reavis
Thomas E. Rowan	Ella Stoltenberg
T. Berry Boal	N. L. Tibbetts (Cooper)—26

## CLASS OF 1886.

Jennie Frankenfield	Maggie E. Thomson
Frank A. Garbutt	Dollie Hodgman (Harndon)
Daisy D. Vogel (Curler)	Will N. Hisey
Meta Potts (Nolton)	Will D. Byram
Carl Kurtz	Lulu Snook
Homer P. Earl	Herman Lichtenberger
Edith C. Speedy	Charles Forman

Percy Schumacher—15

## CLASS OF 1887.

Katie Bottomes (Rardon)	Hattie Perkins (Marchant)
Marco Hellman	Mary Desmond
Florence Riley	Marco I. W. Hellman
Victorine Dol	Antoine Schwannecke
Moses G. Norton	Cordelia Dunkelberger (Orem)
Maggie Shields	Carl G. Packard
Amelia Gassen (Whitmeyer]	John A. Brewer
William H. Waste	Mary L. Hayes
Samuel T. Curson	Henry P. Wilson

Thomas J. Foster—19

## CLASS OF 1888.

Abbie V. Denny [Taggart]	Leonhard G. Hilpert
Mary H. Gilmore	Barton H. Marquis

CLASS OF 1888—*Continued.*

Adda F. Gish	Edward L. Mayberry, Jr.
Emma M. Haines [Munson]	Daniel C. Mulock
Estella Haines	Edward S. Pauly
Miranda Jacobus	Winfred J. Sanborn
Hattie M. LaDow	Walter S. Sanders
John N. Halter*	Leonard F. Shepard
Walter R. Hanna	William W. Weller—18

## CLASS OF 1889.

Carrie M. Arnold	Annie I Johnson
George B. Beepe	Samuel McKinlay, Jr.
Ellen A. Booth [Hildreth]	Ira More, Jr.
Durell Draper	Walter L. Newton
Asbury M. Foster*	Laura C. Noyes
George L. Goldsworthy	John S. Perry
Burton E. Green	Cora A. Reavis
Walter F. Hass	Fred A. Stephenson
A. Stevens Halsted	William I. Stewart
Mary Haskins [Coxhead]	Florence A. Stull
Samuel M. Haskins	Edwin C. Van Dyke
Flora G. Howes	Henry S. Van Dyke
Agnes Jacobus	Henry S. Williams—25

## CLASS OF 1890.

Anna D. Austin	Letha M. Lewis
Russ Avery	Mary Mansfield
Xora Avery [Tompkins]	Edna Marsh
Bertha Borchers	Norman R. Martin
Robert N. Frick	Thomas P. McCrea
Jonathan M. Gilmore	Walter C. Miller
Luther H. Green	Charlotte W. Pinkham
Henry Hay	Frank D. Stephenson
Gertrude Henderson	Clarence W. Stevens
May C. Holland (Offutt)	Alexander M. Tuthill
Grace Hubbard	Thomas R. Warren—22

## CLASS OF 1891.

Isabel F. Ardito	Eugene Pitcher
William H. Booth	H. Franklin Sheldon
Joseph F. Bumiller	Albert Sherer
Belle Cooper	William W. Stephens
Cora M. Cass	Maude S. Tufts
George F. Doty	Berton E. Vickrey

Sadie A. Whitehead—13

\*Deceased.

## CLASS OF 1892.

## WINTER

Clara G. Bennett  
 Mary E. Burton  
 Edward H. Garrett  
 C. Bertram Gilbert  
 J. Darwin Gish  
 William P. James

Arthur W. P. Kinney  
 Edward B. Landt  
 Bertha Oliver  
 Carl Pauly  
 Lionel C. Wells  
 Lor D. Whipple

Bertha Worm—13

## SUMMER

Harry L. Alexander  
 Edward E. Bacon  
 Norman T. Bourland  
 Corrie Bruere  
 Owen S. Case  
 George P. Cook  
 Grace H. Crabbe  
 Florence E. Crow  
 Donald J. Frick  
 Ada E. Hutton  
 Joseph M. Irvine  
 Freeman M. Kincaid  
 Leon E. Lampton  
 Mabel Locke

Marie K. Longstreet  
 Grace E. Mathes  
 George L. McKeeby  
 Henry H. Meyer  
 George O. Noble  
 Sherrill B. Osborne  
 Verda S. Park  
 Lizzie Ritchie  
 Leone Seward\*  
 Nellie E. Smith  
 Fred A. Temple  
 George P. Wilson  
 Edwin W. Winston  
 Lilian Zech—28,

Total for 1892—41.

## CLASS OF 1893.

## WINTER

Justina M. Bartning  
 Ralph Day  
 Matilda M. Hammel  
 Camilla Hellman  
 Leah Hellman  
 Sadie E. Libby

Thirza N. Marchant  
 Alice L. Moody  
 Leslie H. Rhuart  
 Rose F. Smith  
 Arthur L. Stoll  
 Nella A. West—12

## SUMMER

Richard H. Alexander  
 Allena Bidwell  
 Susan A. Bingham  
 Anne L. Bixby  
 Harry B. Blakeley  
 M. Myrtle Brotherton  
 Arthur W. Bumiller

Charles E. Haas  
 Gertrude E. Hall  
 Malcolm M. Hays  
 Blossom K. Hutton  
 Adolph E. Knoch  
 Israel Ludlow  
 Camilla S. McConnell

\*Deceased.

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CLASS OF 1893—*Continued.*

## SUMMER

Richard B. Chapman	Walter M. McIntosh.
C. Alma Conklin	Albert M. Stephens, Jr.
Gertrude L. Cook	John C. Stockwell
Louise K. Airein	Harry C. Turner
Emilie L. Langworthy	Leon W. Umsted
Harry H. Germain	George A. Wright—26
Total for 1893—38.	





# Extracts from the City Charter.

## ARTICLE VII.

### EDUCATIONAL DEPARTMENT.

SECTION 69. The government of the School Department of the city shall be vested in a Board of Education, to consist of *nine persons* to be elected as herein provided, to be called members of the Board of Education, who shall serve without salary.

SEC. 70. The Board of Education shall elect one of their number President, and shall hold regular meetings at least once in each month, and special meetings at such times as shall be determined by a rule of said Board. A majority of all the members shall constitute a quorum for the transaction of business, but a smaller number may adjourn from time to time. The Board may determine the rules of its proceedings. Its sessions shall be public, and its records shall be open to public inspection. The Board shall fill all vacancies occurring in that body until the next general municipal election.

SEC. 71. The Board of Education succeeds to all the property, rights and obligations of the Board of Education of the city of Los Angeles heretofore existing, and it shall have sole power:

1. To establish and maintain public schools, including High Schools, to change, consolidate and discontinue the same, and to establish school districts, and to fix and alter the boundaries thereof.

2. To appoint or employ, or dismiss the City School Superintendent, a Deputy Superintendent, a Clerk, and such Teachers, Janitors and School Census Marshals, Mechanics, Laborers, and other employes as may be necessary to carry into effect the powers and duties of the Board; to fix, alter, and allow their salaries or wages, and to withhold, for good and sufficient cause, the whole or any part of the salary or wages of any person or persons employed as aforesaid.

3. To make, establish and enforce all necessary and proper rules and regulations for the government of public schools, the teachers thereof, pupils therein, and for carrying into effect the laws relating to education; also to establish and regulate the grades of schools, and determine what text books, course of study, and mode of instruction should be used in said schools.

4. To provide for the school department, fuel and lights, water, blanks, blank books, printing and stationery; and to incur such other incidental expenses as may be deemed necessary by said Board.

5. To build, alter, repair, rent and provide school houses, and to

furnish them with proper school furniture, apparatus and appliances, and to insure against fire any and all such school property.

6. To take and to hold in fee, or otherwise, in trust for the city, any and all real estate and personal property that may have been acquired, or may hereafter be acquired, for the use and benefit of the public schools of the city; and to sell or exchange and to lease any of such property; provided, that the proceeds of any such sale or exchange shall be exclusively applied to the purchase of other lots, or the erection of school houses.

7. To grade, fence and improve all school lots, and in front thereof to grade, sewer or pave, and repair the streets, and to construct and repair sidewalks.

8. To sue for any and all property belonging to or claimed by the said Board of Education, and to prosecute and defend all actions at law or in equity, necessary to recover and maintain the full enjoyment and possession of said property, and to require the services of the City Attorney free of charge in all such cases.

9. To determine annually the amount of money required for the support of the public schools, and for carrying into effect all the provisions of law in reference thereto; and in pursuance of this provision, the Board shall, on or before the fifteenth day of July of each year, submit in writing to the City Council a careful estimate of the whole amount of money to be received from the State and County, and the amount required from the city for the above purposes, and the City Council shall in each year, fix the percentage of taxes to be levied and collected for school purposes; provided, that the amount to be thus levied for school purposes shall not exceed twenty cents on each one hundred dollars valuation upon the assessment roll, and that when collected it shall be paid into the School Fund.

10. To establish regulations for the just and equitable disbursement of all moneys belonging to the School Fund.

11. To examine and approve, in whole or in part, in the manner provided in section 212, every demand payable out of the School Fund, or to reject any such demand for good cause.

12. To discharge all legal incumbrances now existing, or which may hereafter exist, upon any school property.

13. To prohibit any child under six years of age from attending the public schools.

14. In its discretion to establish kindergarten schools for the instruction of children between the ages of five and six years, an industrial or manual training schools or departments.

15. To receive and manage property or money acquired by bequest or donation in trust for the benefit of any school, educational purpose, or school property.

16. And generally to do and perform such other acts as may be necessary and proper to carry into force and effect the powers conferred on said Board, and to increase the efficiency of the public schools in said city.

SEC. 72. All contracts for building shall be given to the lowest bidder therefor, offering adequate security, to be determined by the Board after due public notice, published for not less than ten days in the official newspaper of the city. It shall be the duty of the Board to furnish all necessary supplies for the public schools. All supplies, books, stationery, fuel, printing, goods, material, merchandise, repairing and every other article or thing supplied to or done for the public schools, or any of them, when the expenditure to be incurred on account of such matter may exceed five hundred dollars, shall be done or furnished by contract, let to the lowest bidder after like public advertisement; provided, that the Board of Education may reject any and all bids under this section.

SEC. 73. Any member of the Board of Education, officer, or other person officially connected with the School Department, or drawing a salary from the Board of Education, who, while connected or drawing such salary upon investigation by the Board of Education shall be found to be interested either directly or indirectly in, or to have gained any advantage or benefits from any contract, payments under which have been or are to be made in whole or in part from moneys derived from the School Fund, or raised by taxation or otherwise for the support of the public schools, shall forfeit his office, and the Board of Education shall thereupon declare such office vacant.

SEC. 74. The Board of Education shall, before the 30th day of June of each year, fix a schedule of salaries for teachers and employes of the School Department, to take effect on the first day of July following, and to remain in force during one year.

#### SCHOOL SUPERINTENDENT.

SEC. 75. The Superintendent, with the approval of the Board of Education, may, for good and sufficient cause, provisionally suspend any teacher employed in the public schools of the city, until the next meeting of the Board of Education. It shall be the duty of the Superintendent to report to the Board of Education annually, and at such other times as it may require, all matters pertaining to the expenditures, income and condition of progress of the public schools of said city during preceding year, with such recommendations as he may deem proper; to visit each school at least once a month; to observe, and cause to be observed, such general rules for the regulation, government and instruction of the schools as may be established by the Board; to recommend to the Board the dismissal of teachers, stating the reasons therefor; to attend all sessions of the Board, and inform it at each session of the condition of the public schools, school houses, school fund, and other matters connected therewith, and recommend such measures as he may deem necessary for the advancement of education in the city; and to acquaint himself with all the laws, rules and

regulations governing the public schools in said city, and the judicial decisions thereon, and give advice connected with public schools, gratuitously, to officers, teachers, pupils, parents and guardians.

#### SCHOOL FUND.

SEC. 76. The School Fund shall consist of all moneys received from the State School Fund and County School Fund, and all moneys arising from taxes which shall be levied annually by the City Council of the city for school purposes; of all moneys arising from the sale, rent, or exchange of any of the school property, and of such other moneys as may, from any source whatever, be paid into any School Fund. The School Fund shall be separate and distinct from all other moneys, and shall only be used for school purposes under the provisions of this charter. If, at the end of any fiscal year, any surplus remains in the School Fund, such surplus money shall be carried forward to the School Fund for the next fiscal year, and shall not be, for any purpose whatever, diverted or withdrawn from said fund, except under the provisions of this charter.

SEC. 77. The said School Fund shall be used and applied by said Board of Education for the following purposes, to-wit :

1. For the payment of the salaries or wages of the Superintendent, Deputy Superintendent, Clerk, teachers, janitors, School Census Marshals, and other persons who may be employed by said Board.
2. For the erection, alteration, repairs, rent, and furnishing of school houses.
3. For the purchase money or rent of any real or personal property purchased or leased by said Board.
4. For the insurance of all school property.
5. For the discharge of all legal incumbrances on any school property.
6. For lighting the school rooms and the offices and rooms of the Superintendent and Board of Education.
7. For supplying the schools with fuel, water, apparatus, blanks, blank books and necessary school appliances, together with books for indigent children.
8. For supplying books, printing, and stationery for the use of the Superintendent and Board of Education, and for the incidental expenses of the Department.
9. For grading and improving all school lots, and for grading, sewer-ing, planking, or paving and repairing streets, and constructing and repairing sidewalks in front thereof.

SEC. 78. All demands authorized by this article shall be paid by the City Treasurer from the School Fund; provided, that the said Board shall

not have the power to contract any debts or liabilities, in any form whatsoever, against said city, in contravention of this article, or exceeding in any year the income and revenue provided for the School Fund for such year; but this provision shall not be construed to prevent the incurring of indebtedness for permanent improvements to be liquidated by the proceeds of municipal bonds issued by the City of Los Angeles in accordance with the general laws of the State for the purpose of defraying the cost of such permanent improvements.

SEC. 79. It shall be the duty of the Auditor of the County of Los Angeles, upon the first Monday in each month, and at such other times as he may deem proper, to certify in duplicate to the Superintendent of Schools of such County, the amount of school moneys at that time in the County Treasury, and the amount received during the previous month. The County Superintendent shall, upon the receipt of such certificates, indorse upon one of them the amount of such moneys to which the public schools of the city are entitled. The certificates so indorsed shall be at once returned to said Auditor, who shall direct upon the same the County Treasurer to pay the sum designated upon such certificate to the Treasurer of the city for the use of the School Fund thereof.

SEC. 80. The Treasurer of said County shall thereupon pay to the Treasurer of said city the sum directed by the Auditor as above provided; and when said moneys are placed in the City School Fund, they shall be used in precisely the same manner as moneys raised by city school taxes in the city; provided, that the entire revenue derived by the city from the State School Fund and the State School Tax Fund shall be applied by said Board of Education exclusively to the support of primary and grammar schools.

### ARTICLE XIII.

#### INFECTIOUS DISEASES.

SEC. 128. The Health Officer shall report to the Superintendent of the Public Schools the names and residence of every person sick of typhus or yellow fever, Asiatic cholera, smallpox, leprosy, diphtheria or scarlet fever, he may deem dangerous to the public health; and it shall be the duty of the Superintendent of Public Schools when so notified of the residence of any person sick of any of the diseases enumerated, to refuse admittance to the public schools to any member of a family, one or more of whose inmates are sick of any of the aforesaid diseases; provided, that the parties excluded shall be readmitted upon presenting a certificate from the Health Officer that there is no longer any danger from contagion.

### ARTICLE XXI.

#### CLAIMS AND DEMANDS.

SEC. 212. All demands payable out of the School Fund must, before they can be approved by the City Auditor, or paid, be previously approved by the Board of Education, by a vote of six members thereof taken with

the ayes and noes and spread on the minutes, and the action of said Board indorsed on said demand and signed by the presiding officer and Clerk thereof. After the approval of said demands they shall be delivered to the City Auditor, who shall have the same powers and perform the same duties in reference to demands payable out of the School Fund as is provided for in other demands; provided, that in case the City Auditor shall reject any such demand, or if in his opinion said demand should be paid only in part, he shall return the same to the Board of Education instead of the Council.

SEC. 214. Any demand returned to the Board of Education or the Board of Directors of the Los Angeles Public Library, with the objection of the City Auditor shall again be considered by such Board, and if such demand be again approved, as required in the first instance, such objection of the City Auditor shall be thereby overruled.



EXTRACTS  
FROM THE  
STATE SCHOOL LAW

AS AMENDED BY THE

LEGISLATURE, MARCH 25, 1893.

1503. *First*—The Board of Trustees of each State Normal School, upon the recommendation of the faculty, may issue to those pupils who worthily complete the full course of study and training prescribed, a diploma of graduation.

*Second*—Said diploma shall entitle the holder thereof to a grammar grade certificate, from any City, City and County, or County Board of Education in the State.

*Third*—Whenever any City, City and County, or County Board of Education shall present to the State Board of Education a recommendation showing that the holder of a Normal School diploma has had a successful experience of two years in the public schools of this State subsequent to the granting of such diploma, the State Board of Education shall grant to the holder thereof a document, signed by the President and Secretary of the State Board, showing such fact. The said diploma, accompanied by said document of the State Board attached thereto, shall become a permanent certificate of qualification to teach in any primary or grammar school in the State, valid until such time as the said diploma may be revoked, as provided in subdivision thirteen of section fourteen hundred and eighty-nine of this code.

*Fourth*—Upon presentation of the diploma and document referred to in subdivision third of this section, to any City, City and County, or County Superintendent of schools, said Superintendent shall record the name of the holder thereof in a book provided for that purpose in his office, and the holder thereof shall thenceforth be absolved from the requirement of subdivision first of section sixteen hundred and ninety-six of this code.

*Fifth*—Said diploma of graduation from any Normal School in this State when accompanied by a certificate, granted by the faculty of the State University, showing that the holder thereof, subsequent to receiving said diploma, has successfully completed the prescribed course of instruction in the pedagogical department of the State University, shall entitle the holder to a High School certificate authorizing the holder to teach in any

Primary or Grammar School, and in any High School in this State, except those in which the holder would be required to teach languages other than the English.

1521. The powers and duties of the State Board of Education are as follows:

*First*—To adopt rules and regulations not inconsistent with the laws of this State, for its own government and for the government of the public schools and district school libraries.

*Second*—To grant educational diplomas of two grades, valid throughout the State for the period of six years, as follows:

1. High School; authorizing the holder to teach in any Primary or Grammar School, and in any High School in which said holder is not required to teach languages other than the English.

2. Grammar School; authorizing the holder to teach in any primary or Grammar School.

*Third*—To grant life diplomas of two grades, valid throughout the State, as follows:

1. High School; authorizing the holder to teach in any Primary or Grammar School, and in any High School in which said holder is not required to teach languages other than the English.

2. Grammar School; authorizing the holder to teach in any Primary or Grammar School.

*Fourth*—Except as provided in section one thousand five hundred and three of this code, diplomas may be issued only to such persons as have held for one year, and who still hold a valid city, city and county, or county certificate corresponding in grade to the grade of the diploma applied for, and who shall furnish satisfactory evidence of having had a successful experience in teaching of at least five years, when applying for an educational diploma, and of at least ten years when applying for a life diploma. Every application must be accompanied to the State Board of Education by a certified copy of a resolution adopted by at least a four-fifths vote of all the members composing a City or County Board of Education, recommending that the diploma be granted, and also by an affidavit of the applicant specifically setting forth the places in which and the dates between which said applicant has taught, and that said applicant has taught a part of each year for five or ten calendar years, respectively. The five or ten years need not be consecutive years, but the aggregate experience must be at least thirty-five months for an educational, and seventy months for a life diploma; and in either case the applicant must have had twenty-one months' experience in the public schools of California. The application must also be accompanied by a fee of two dollars, for the purpose of defraying the expense of issuing the diploma.



*Fifth*—To revoke or suspend for immoral or unprofessional conduct, or for evident unfitness for teaching, life diplomas or educational diplomas heretofore issued, or that may hereafter be issued; and to adopt such rules for the revocation of diplomas as they may deem expedient or necessary.

1533. He—the State Superintendent—shall have power to call biennially, a convention of the County and City Superintendents, to assemble at such time and place as he shall deem most convenient, for the discussion of questions pertaining to the supervision and administration of the public schools, the laws relating thereto, and such other subjects affecting the welfare and interest of the public schools as shall properly be brought before it. It is hereby made the duty of all County and City Superintendents to attend and take part in the proceedings of such convention when it is called. The actual expenses of the County Superintendents attending the convention shall be allowed by the Board of Supervisors and paid out of the same fund as the salary of the County Superintendents is paid; the actual expenses of the City Superintendents attending the convention shall be allowed and paid out of the same fund as the salary of such City Superintendents is paid.

1543. It is the duty of the County Superintendent of each county:

*First*—To superintend the schools of his county.

*Second*—1. To apportion the school moneys to each school district as provided in section one thousand eight hundred and fifty-eight of this code at least four times a year. For this purpose he may require of the County Auditor a report of the amount of all school moneys on hand to the credit of the several school funds of the County not already apportioned; and it is hereby made the duty of the Auditor to furnish such report when so required; and whenever an excess of money has accumulated to the credit of a school district by reason of a large census roll and a small attendance, beyond a reasonable amount necessary to maintain a school for eight months in such district for the year, the Superintendent of schools shall place said excess of money to the credit of the unapportioned school funds of the county, and shall apportion the same as other school funds are apportioned.

*Third*—1. On the order of the Board of School Trustees to draw his—the County Superintendent's—requisition upon the County Auditor for all necessary expenses against the school fund of any district, or any city or town which has not a Board of Education. The requisitions must be drawn in the order in which the orders therefore are filed in his office. Each requisition must specify the purpose for which it is drawn; but no requisition shall be drawn unless the money is in the fund to pay it, and no requisition shall be drawn upon the order of the Board of School Trustees against the funds of any district, except for teachers' salaries, unless such order is accompanied by an itemized bill showing the separate items and the price of each, in payment for which the order is drawn; nor shall any requisition for teachers' salaries be drawn unless the order shall state the

monthly salary of the teacher, and name the months for which such salary is due. Upon the receipt of such requisition the Auditor shall draw his warrant upon the County Treasurer in favor of the parties for the amount stated in such requisition.

2. On the order of the Board of Education of any City having a Board of Education, the County Superintendent shall draw his requisition upon the County Auditor in favor of the City Treasurer of said City for all State and County moneys, and for all other moneys apportioned by the said Superintendent to said City. Upon the presentation of said requisition the County Auditor shall draw his warrant upon the County Treasurer in favor of the Treasurer of said City for the amount stated in said requisition. It shall be the duty of the County Treasurer to pay the amount stated in the warrant of the County Auditor to the Treasurer of said City; and it shall be the duty of the Treasurer of said City to receive and safely keep all moneys so received, and to pay the same out upon the order of the Board of Education of said City, which order must be issued by said Board of Education as provided in division (1) one of this subdivision of section one thousand five hundred and forty-three of the political code.

*Seventh*—He shall have the power to issue, if he deem it proper to do so, temporary certificates, valid until the next semi-annual meeting of the County Board of Education, to persons holding certificates of like grade granted in other Counties, Cities, or Cities and Counties, or upon any certificates or diplomas upon which County Boards are empowered to grant certificates without examination, as specified in section seventeen hundred and seventy-five; *provided*, that no person shall be entitled to receive such temporary certificate more than once in the same County.

1563. The Superintendent of every County in which there are twenty or more school districts, and of every City and County in the State, must hold at least one teachers' institute in each year; and every teacher employed in a public school in the county must attend such institute, and participate in its proceedings; *provided*, that cities employing seventy or more teachers may have a separate institute, to meet at least once a year, the sessions to be of not less than three nor more than five days; *and provided further*, that teachers attending such City Institute shall not be required to attend the County Institute. The expenses of such City Institutes, not exceeding two hundred dollars annually, shall be paid from the special school funds of said City.

1565. Except for a temporary certificate, and except as provided in subdivision second of section one thousand five hundred and three of the political code, every applicant for a teachers certificate, or for the renewal of a certificate, upon presenting his application, shall pay to the County Superintendent a fee of two dollars, to be by him immediately deposited with the County Treasurer, to the credit of a fund to be known as the teachers' institute and library fund. All funds so credited shall be drawn out only upon the requisition of the County Superintendent of schools upon the County Auditor, who shall draw his warrant in payment of the service

of instructors in the County Teachers' Institute; *provided*, they be not teachers in the public schools of the county in which such institute is held, and for the purchase of books for a library for the use of the teachers of the county. At least fifty per cent of the teachers' institute and library fund shall be expended for books. The County Superintendent shall take charge of the teachers' library, prepare a catalogue of its contents, and keep a correct record of books taken therefrom and returned thereto.

1617. The powers and duties of Trustees of School Districts and of Boards of Education in Cities, are as follows:

*First*—To prescribe and enforce rules, not inconsistent with law or those prescribed by the State Board of Education, for their own government and government of schools, and to transact their business at regular or special meetings called for such purpose, notice of which shall be given each member.

*Second*—To manage and control the school property within their districts, and to pay all moneys collected by them, from any source whatever, for school purposes, into the county treasury, to be placed to the credit of the special fund of their districts.

*Third*—To purchase text-books of the state series for the use of pupils whose parents are unable to purchase them, school furniture, including organs and pianos and apparatus and such other things as may be necessary for the use of schools; *provided*, that, except in incorporated cities having Boards of Education, they purchase such books and apparatus only as have been adopted by the County Board of Education.

*Fourth*—To rent, furnish, repair and insure the school property of their respective districts.

*Fifth*—When directed by a vote of their district, to build school houses or to purchase or sell school lots.

*Sixth*—To make, in the name of the district, conveyances on all property belonging to the district and sold by them.

*Seventh*—To employ the teachers, and excepting in incorporated cities having Boards of Education, immediately notify the Superintendent of Schools in writing of such employment, naming the grade of certificate held by the teachers employed; also to employ janitors and other employes of the schools; to fix and order paid their compensation, unless the same be otherwise prescribed by law; *provided*, that no Board of Trustees shall enter into any contract with such employes to extend beyond the thirtieth day of June, next ensuing.

*Eighth*—To suspend and expel pupils for misconduct.

*Ninth*—To exclude from schools children under six years of age; *provided*, that in cities and towns in which the kindergarten has been adopted or may hereafter be adopted, as a part of the public primary schools, chil-





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dren may be admitted to such kindergarten classes at the age of four years.

*Tenth*—To enforce in schools the course of study and the use of text-books prescribed and adopted by the proper authority.

*Eleventh*—To appoint district librarians, and enforce the rules prescribed for the government of district libraries.

*Twelfth*—To exclude from school and school libraries all books, publications, or papers of a sectarian, partizan or denominational character.

*Thirteenth*—To furnish books for the children of parents unable to purchase them; the books so furnished to belong to the school district, and to be kept in the district school library when not in use.

*Fourteenth*—To keep a register, open to the inspection of the public, of all children applying for admission and entitled to be admitted into the public schools, and to notify the parents or guardians of such children when vacancies occur; and receive such children into the schools in the order in which they are registered.

*Fifteenth*—To permit children from other districts to attend the schools of their district only upon the consent of the trustees of the district in which such children reside; *provided*, that should the trustees of the district in which children, whose parents or guardians desire them to attend in other districts, reside, refuse to grant their consent, the parents or guardians of such children may appeal to the County Superintendent, and his decision shall be final.

*Sixteenth*—On or before the first day of April in each year to appoint a School Census Marshal, and notify the Superintendent of Schools thereof; *provided*, that in any city, or city and county, the appointment of all school census marshals shall be subject to the approval of the City Superintendent of Schools.

*Seventeenth*—To make an annual report, on or before the first day of July, to the Superintendent of Schools, in the manner and form, and on the blanks prescribed by the Superintendent of Public Instruction.

*Eighteenth*—To make a report, whenever required, directly to the Superintendent of Public Instruction, of the text-books used in their schools.

*Nineteenth*—To visit every school in their district at least once in each term, and examine carefully into its management, condition, and wants. This clause to apply to each and every member of the Board of Trustees.

1619. *First*—The Boards of School Trustees and City Boards of Education must maintain all the schools established by them for an equal length of time during the year, and, as far as practicable, with equal rights and privileges.

1620. Writing and drawing paper, pens, inks, blackboards, black-

board rubbers, crayons, and lead and slate pencils, and other necessary supplies for the use of the schools, must be furnished under the direction of the City Boards of Education and Boards of School Trustees, and charges therefor must be audited and paid as other claims against the county school fund of their districts are audited and paid.

1621. The Boards of School Trustees and City Boards of Education must use the school moneys received from the state and county apportionments exclusively for the support of schools for that school year, until at least an eight months' school has been maintained; if, at the end of any year during which an eight months' school has been maintained, there is an unexpended balance, it may be used for the payment of claims against the district outstanding, or it may be used for the year succeeding. Any balance remaining on hand at the end of any school year in which school has not been maintained eight months, shall be reapportioned by the Superintendent of Schools as other moneys are apportioned; *provided*, that if a district has been prevented from maintaining a school for eight months in any year in consequence of fire, flood, prevailing epidemic, or other cause, which may upon investigation by the Superintendent of the County, be determined to be a good and sufficient one, said balance shall not be reapportioned.

1634. It is the duty of the Census Marshal:

*First*—To take annually, between the fifteenth and thirtieth days of April, inclusive, a census of all children, including the children of Indian parents who pay taxes, or who are not living in the tribal relation, under seventeen years of age, who were residents of his district on said fifteenth day of April.

*Second*—To report the results of his labors to the Superintendent of Schools (or to the Board of Education, in cities,) on or before the tenth day of May in each year.

*Third*—He shall visit each habitation, home, residence, domicile, or place of abode in his district, and by actual observation and interrogation enumerate the census children of the same.

*Fourth*—Before entering upon the discharge of his duties as such, the Census Marshal must qualify and file his oath of office in the office of the Superintendent of Schools.

1636. His report must be made under oath, upon blanks furnished by the Superintendent of Public Instruction, and must show:

*First*—The number, age, sex, color and nationality of the children listed.

*Second*—The names of the parents or guardians of said children arranged alphabetically, except in cities of the first class. In all cities the number and street of residence must be given.

*Third*—Such other facts as the Superintendent of Public Instruction may designate.

*Fourth*—The Census Marshal shall have the power to administer oaths to parents and guardians.

*Fifth*—If at any time the Superintendent of Schools has reason to believe that a correct census of the district has not been taken he must have it corrected, and, if necessary for the purpose, he may appoint a census marshal and have the census of the district retaken. Should the Board of Education or Board of School Trustees of said city or district refuse to issue an order for the compensation of said Marshal for his services, the Superintendent is hereby authorized to issue his requisition therefor against the county fund of such city or district without such order.

1637. He must include in his report all children who are absent attending institutions of learning, and whose parents or guardians are residents of the district; he must also include as census children the children of Indian parents who pay taxes, and of Indian parents who are not living in the tribal relation; he must also include all orphan children absent from the district in orphan asylums, whose guardians reside in the district, and every half orphan absent in asylums, whose surviving parent or guardian resides in the district; he must also include all native born Chinese children.

1638. He must not include in his report children who are attending institutions of learning, or such benevolent institutions as deaf and dumb, blind, and orphan asylums in his district, whose parents or guardians do not reside therein.

1639. The compensation of Census Marshal must be audited and paid as other claims upon the school fund of the district are audited and paid; *provided*, such compensation shall not exceed six dollars per day for time actually and necessarily employed; *and provided further*, that in no case shall the compensation be computed at a per capita sum; nor shall any order for such compensation be drawn by the Trustees of any district, or by any Board of Education, until they shall have been notified by the Superintendent that the report of the Census Marshal has been approved by him. In case the report should not be approved by the Superintendent the Census Marshal shall not be entitled to receive any compensation.

1662. Every school, unless otherwise provided by law, must be open for the admission of all children between six and twenty-one years of age residing in the district, and the Board of School Trustees, or City Board of Education, have power to admit adults and children not residing in the district, whenever good reasons exist therefor. Trustees shall have the power to exclude children of filthy or vicious habits, or children suffering from contagious or infectious diseases, and also to establish separate schools for Indian children and for children of Mongolian or Chinese descent. When such separate schools are established, Indian, Chinese,



or Mongolian children must not be admitted into any other school; *provided*, that in cities and towns in which the kindergarten has been adopted, or may hereafter be adopted, as part of the public primary schools, children may be admitted to such kindergarten classes at the age of four years.

1663. All schools, unless otherwise provided by law, must be divided into primary and grammar grades.

1665. Instruction must be given in the following branches, in the several grades in which each may be required, viz: Reading, writing, orthography, arithmetic, geography, grammar, history of the United States, elements of physiology and hygiene, with special instruction as to the nature of alcoholic drinks and narcotics and their effects upon the human system, vocal music, elementary bookkeeping, industrial drawing, and civil government; *provided*, that instruction in physiology and hygiene, elementary bookkeeping and civil government may be oral, no text books in these subjects being required to be purchased by the pupils; *provided further*, that the Board of Education of any county may, in districts having less than one hundred census children, confine the pupils to the studies of reading, orthography, arithmetic, grammar, geography, history, penmanship and elementary bookkeeping, until they have a practical knowledge of these subjects.

1666. Other studies may be authorized by the Board of Education of any County, City, or City and County, but no such studies shall be pursued to the neglect or exclusion of the studies in the preceding section specified.

1667. Instruction must be given in all grades of school and in all classes during the entire school course, in manners and morals, and upon the nature of alcoholic drinks and narcotics, and their effects upon the human system.

1672. No publication of a sectarian, partisan or denominational character must be used or distributed in any school, or be made a part of any school library; nor must any sectarian or denominational doctrine be taught therein. Any school district, town or city, the officers of which knowingly allow any schools to be taught in violation to these provisions, forfeits all right to any State or County apportionment of school moneys, and upon satisfactory evidence of such violation, the Superintendent of Public Instruction and School Superintendent must withhold both State and County apportionments.

1673. No school must be continued in session more than six hours a day, and no pupil under eight years of age must be kept in school more than four hours per day. Any violation of the provisions of this section must be treated in the same manner as the violation of the provisions of the preceding section.

1696. Every teacher in the public schools must:

*First*—Before assuming charge of a school, file his or her certificate

with the Superintendent of Schools; *provided*, that when any teacher so employed is the holder of a California State Normal School diploma, accompanied by the certificate of the State Board of Education, as provided in subdivision third, of section one thousand five hundred and three, of the political code, an educational or life diploma of California, upon presentation thereof to the Superintendent he shall record the name of said holder in a book provided for that purpose in his office, and the holder of said diploma shall thereupon be absolved from the provisions of this subdivision.

*Second*—Before taking charge of a school, and one week before closing a term of school, notify the County Superintendent of such fact, naming the day of opening or closing. Boards of Education and Boards of School Trustees must in every case give to the teacher a notice of at least two weeks of their intention to close the term of school under their charge. No Superintendent shall draw any requisition for the last month's salary of any teacher until said teacher has filed with him the notice required by this subdivision.

*Third*—Enforce the course of study, the use of the legally authorized text-books, and the rules and regulations prescribed for schools.

*Fourth*—Hold pupils to a strict account for their conduct on the way to or from school, on the playground, or during recess; suspend, for good cause, any pupil from the school, and report such suspension to the Board of School Trustees or City Board of Education for review. If such action is not sustained by them, the teacher may appeal to the County Superintendent, whose decision shall be final.

*Fifth*—Keep a State school register, in which shall be left at the close of the term, a report showing programme of recitations, classification, and grading of all pupils who have attended school at any time during the school year. The Superintendent shall in no case draw a requisition in favor of the teacher, until the teacher has filed with him a certificate from the Clerk of the Board of School Trustees to the effect that the provisions of this subdivision have been complied with.

*Sixth*—Make an annual report to the County Superintendent at the time and in the manner and on the blanks prescribed by the Superintendent of Public Instruction. Any teacher who shall end any school term before the close of the school year, shall make a report to the County Superintendent immediately after the close of such term; and any teacher who may be teaching any school at the end of the school year, shall, in his or her annual report, include all statistics for the entire school year, notwithstanding any previous report for a part of the year. The Superintendent of Schools shall in no case draw a requisition for the salary of any teacher for the last month of the school term, until the report required by this subdivision has been filed, and by him approved.

*Seventh*—Make such other reports as may be required by the Superin-

tendent of Public Instruction, County Superintendent, Board of School Trustees, or City Board of Education.

1697. A school month is construed and taken to be twenty school days, or four weeks of five school days each.

1702. It shall be the duty of all teachers to endeavor to impress upon the minds of the pupils the principles of morality, truth, justice and patriotism; to teach them to avoid idleness, profanity and falsehood; to instruct them in the principles of a free government, and to train them up to a true comprehension of the rights, duties and dignity of American citizenship.

1704. No person is eligible to teach in any public school in this State, or to receive a certificate to teach, who has not attained the age of eighteen years.

1712. *First*—The Board of School Trustees and the City Board of Education in any City must expend the library fund, together with such moneys as may be added thereto by donation, in the purchase of school apparatus and books for a school library, including books for supplementary work, and no warrant shall be drawn by the Superintendent of Schools upon the order of any Board of Trustees against the library fund of any district unless such order is accompanied by an itemized bill, showing the books and apparatus, and the price of each, in payment of which the order is drawn, and unless such books and apparatus have been adopted by the County, or City, or City and County Board of Education; all orders of the Trustees and of Boards of Education for Books or apparatus must in every case be submitted to the Superintendent of Schools of the County, or City, or City and County, respectively, for his approval, before said books or apparatus shall be purchased.

*Second*—The Trustees of each district shall cause each book now in their district school library, or that may hereafter be placed in said library, to be stamped on the fly leaf, on the title page, and on each one hundredth page of the book, with the words, "Department of Public Instruction, State of California,——County,——District Library," and the County Superintendent is hereby authorized and instructed to procure such stamp for each district in his county, and to pay the same out of the county school fund of such district.

1714. In cities not divided into school districts, the library fund shall consist of a sum not to exceed fifty dollars for every one thousand children, or fraction thereof of five hundred or more, between the ages of five and seventeen years, annually taken from the city or county school fund apportioned to the city. The Superintendent shall apportion the library fund in cities not divided into districts among the several schools in proportion to the average number of children belonging to each school.

1715. Libraries are under the control of the Board of Trustees or City Board of Education, and must be kept, when practicable, in the school houses.

1770. *First*—Each County Board of Education shall meet semi-annually, at such time as they may determine.

*Second*—Examination of applicants for teachers' certificates shall be held only at the semi-annual meetings of the Board. Certificates upon credentials may be granted, and certificates may be renewed, at any meeting of the Board.

1771. County Boards of Education have power:

*First*—To adopt rules and regulations, not inconsistent with the laws of this State for their own government.

*Second*—To prescribe and enforce rules for the examination of teachers.

*Third*—To examine applicants, and to prescribe a standard of proficiency which will entitle the person examined to a certificate, and to grant certificates of three grades, valid throughout the county, except as provided in section seventeen hundred and seventy-five, as follows:

1. High school; valid for six years, authorizing the holder to teach in any High School, Grammar grade, or Primary School; *provided*, that holders of grammar school course certificates shall be entitled to receive high school certificates in lieu thereof.

2. Grammar grade; valid for six years, authorizing the holder to teach any Grammar grade or Primary School.

3. Primary; valid for two years, authorizing the holder to teach any Primary School. Also to grant special certificates, valid for six years, which shall entitle the holder to teach such special branches as may be required by City or County Boards of Education.

*Fourth*—To revoke or suspend, for immoral or unprofessional conduct, or evident unfitness for teaching, the certificates granted by them.

*Fifth*—All examination papers for teachers' certificates shall be kept on file in the office of the Superintendent of Schools for at least one year, and shall be open for the inspection of applicants or their authorized agents.

1772. Except as provided in section seventeen hundred and seventy-five, certificates shall be granted only to those who have passed a satisfactory examination in all the studies prescribed by the County Board of Education; *provided*, that applicants for Primary county certificates shall be required to pass an examination only in arithmetic, grammar, geography, composition, history of the United States, orthography, defining, penmanship, reading, methods of teaching, school law, industrial drawing, physiology, civil government, elementary bookkeeping, and vocal music.

1775. *First*—The Board may also, without examination, grant county certificates of either the grammar or the primary grade, to the holders of life diplomas of other states, Nevada, Oregon and Washington State educational diplomas, San Francisco Normal class diplomas, when recom-

mended by the Superintendent of Public Schools of said city; California State University diplomas, when recommended by the faculty of the University; State Normal School diplomas of other States; Grammar grade certificates of any County, City, or City and County of California; and County certificates of the High School grade to holders of California State University diplomas when recommended by the faculty of the University; and to graduates of any other institution in the United States which the State Board of Education of this State shall have recommended as being of the same rank as the State University of California when the diploma of graduation from said institution shall be accompanied by a recommendation from the faculty thereof, showing that the holder of the diploma has had academic and professional training equivalent to that required by the State University. The general conditions on which such recommendations may be accepted by the County Boards of Education as fulfilling these requirements, shall be prescribed by the State Board of Education.

*Second*—Whenever any holder of a diploma from the State University shall present to the State Board of Education satisfactory evidence of having had two year's successful experience as a teacher subsequent to graduation, accompanied by a recommendation from the faculty of the State University, showing that said graduate has completed the prescribed course in the pedagogical department of the State University, the State Board of Education shall grant to the holder of said University diploma a document signed by the President and Secretary of the State Board, showing such fact, and the said diploma, accompanied by said document of the State Board attached thereto, shall become a permanent certificate of qualification to teach in any Primary, Grammar, or High School in the State; valid until such time as the said document shall be revoked by said State Board of Education, for any of the causes shown in subdivision four of section one thousand seven hundred and ninety-one.

*Third*—The Board may, without examination, renew unexpired certificates previously granted by said Board; such renewed certificates to remain valid for the same length of time for which new certificates may be granted, and the grammar grade and primary certificates issued or renewed by the County Board of Education shall entitle the holders thereof to teach in any city or district school in the county, in grades corresponding to the grades of their certificates; *provided*, that in cities having special departments in their schools, holders of credentials mentioned above may be examined by the City Board of examination in the special studies of such departments. County Boards of Education may issue, upon proper examination or credentials, special certificates in any special branches taught in the schools of the county. All certificates must be issued upon the blank forms prepared for the purpose by the Superintendent of Public Instruction.

1787. In every City, or City and County of the first, second, or third class, having a Board of Education, there may be a City Board of examination.

1788. Each City Board of examination shall consist of the City Super-

intendent of Schools, and four other members, residents of such city, all of whom shall be experienced teachers, elected by the City Board of Education, and holding office for two years.

1790. The City Board of examination must meet and hold examinations for the granting of teachers' certificates semi-annually, at such times as they may determine. They may also hold monthly meetings for the transaction of such business as may come before them. Special meetings may be called by the City Superintendent when in his judgment the same are necessary; and on the request in writing of any three members of the Board, the City Superintendent shall call a special meeting. No business shall be transacted at any special meeting except such as is indicated in the call therefor; and of all special meetings, due notice shall be given to each member of the Board. The place of meeting shall be designated by the chairman. All meetings of the City Board of examination shall be public and the record of their proceedings shall be kept in the office of the City Superintendent of Schools.

1791. Each City Board of Examination has power:

*First*—To adopt rules and regulations, not inconsistent with the laws of this State, for its own government and for the examination of teachers.

*Second*—To examine applicants and to prescribe a standard of proficiency which will entitle the person examined to receive (1) a High School certificate, valid for six years, and authorizing the holder to teach any Primary, Grammar, or High School in such city; (2) a City certificate, Grammar grade, valid for six years, authorizing the holder to teach any Primary or Grammar School in such city; (3) a City certificate, Primary grade, valid for two years, authorizing the holder to teach any Primary School in such city. They shall report the result of the examination to the City Board of Education, and said Board of Education shall thereupon issue to the successful candidates the certificates to which they shall be entitled.

*Third*—To recommend applicants for special certificates, valid for a period not to exceed six years, upon such special studies as may be authorized by the City Board of Education of such city.

*Fourth*—For immoral or unprofessional conduct, profanity, intemperance or evident unfitness for teaching, to recommend to the City Board of Education the revocation of any certificates previously granted by said Board of Education in such city, or city and county.

1792. City, or City and County Boards of Examination may also recommend the granting of City certificates, and the renewal thereof, in the manner provided for the granting and renewal of County certificates by the County Board of Education in section one thousand seven hundred and seventy-five of this code.

1793. The holders of City certificates are eligible to teach in the cities in which such certificates were granted in schools of grades corresponding

to the grades of such certificates, and when elected shall be dismissed only for insubordination or other causes, as mentioned in section seventeen hundred and ninety-one of this act, duly ascertained and approved by the Board of Education of said cities and City Superintendents of Public Schools, elected by City Boards of Education, shall be elected for a term of four years; and said City Boards of Education shall have full power to fix the salary of all employes. The holders of special City certificates are eligible to teach the special studies mentioned in their certificates are eligible to teach the special studies mentioned in their certificates in all the schools in the city in which such certificates were granted.

1817. The County Superintendent of each County having a population of less than two hundred thousand inhabitants must, on or before the first regular meeting of the Board of Supervisors, in September in each year, furnish the Supervisors and the Auditor, respectively, an estimate in writing, of the minimum amount of county school fund needed for the ensuing year. This amount he must compute as follows:

*First*—He must ascertain, in the manner provided for in subdivisions one and two of section eighteen hundred and fifty-eight, the total number of teachers of the county.

*Second*—He must calculate the amount required to be raised at five hundred dollars per teacher. From this amount he must deduct the total amount of state apportionments, and the remainder shall be the minimum amount of county school fund needed for the ensuing year; *provided*, that if this amount is less than sufficient to raise a sum equal to six dollars for each census child in the county, then the minimum amount shall be such a sum as will be equal to six dollars for each census child in the county.

1858. All State school moneys apportioned by the Superintendent of Public Instruction, must be apportioned to the several counties in proportion to the number of school census children, as shown by the returns of the School Census Marshals of the preceding school year; *provided*, that Indian children whose parents are on government reservations, or are living in the tribal relation, and Mongolian children not native born, shall not be included in the apportionment list. The School Superintendent in each County must apportion all state and county school moneys as follows:

*First*—He must ascertain the number of teachers each district is entitled to, by calculating one teacher for every seventy school census children, or fraction thereof, not less than twenty school census children, as shown by the next preceding school census; *provided*, that all children in any asylum and not attending the public schools, of whom the authorities of said asylum are the guardians, shall not be included in making the estimate of the number of teachers to which the district in which the asylum is located is entitled.

*Second*—He must ascertain the total number of teachers for the

county, by adding together the number of teachers assigned to the several districts.

*Third*—Five hundred dollars shall be apportioned to each district for every teacher assigned to it; *provided*, that to districts having ten and less than twenty school census children, shall be apportioned four hundred dollars; *provided further*, that to districts having over seventy school census children and a fraction of less than twenty, there shall be apportioned twenty dollars for each census child in said fraction.

*Fourth*—All school money remaining on hand after apportioning to the districts the moneys provided for in subdivision three of this section, must be apportioned to the several districts in proportion to the average daily attendance in each district during the preceding school year. Census children, wherever mentioned in this chapter, shall be construed to mean those between the ages of five and seventeen years.

*Fifth*—Whenever in any school year, prior to the receipt by the Counties, Cities, or Cities and Counties of this State, of their State, County, or City school fund, the school districts or Cities shall not have sufficient money to their credit to pay the lawful demands against them, the County, City, or City and County Superintendent shall give the Treasurer of said County, City, or City and County, an estimate of the amount of school money that will next be paid into the County, City, or City and County treasury, stating the amount to be apportioned to each district. Upon the receipt of such estimate, it shall be the duty of the Treasurer of said County, City, or City and County, to transfer from any fund not immediately needed to pay claims against it, to the proper school fund, an amount not to exceed ninety per cent. of the amount estimated by the Superintendent, and he shall immediately notify the Superintendent of the amount so transferred. The funds so transferred to the school fund shall be re-transferred by the Treasurer to the fund from which they were taken, from the first money paid into the school fund after the transfer.

1861. The State school fund must be used for no other purpose than the payment of the salaries of teachers of primary and grammar schools.

1867. Any parent, guardian, or other person who shall insult or abuse any teacher in the presence of the school shall be guilty of a misdemeanor, and be liable to a fine of not less than ten nor exceeding one hundred dollars.

1868. Any person who shall wilfully disturb any public school, or any public school meeting, shall be guilty of a misdemeanor, and liable to a fine of not less than ten nor more than one hundred dollars.

1873. Every officer, including Secretaries and Assistant Secretaries of Boards of Education, charged with the performance of duties under the provisions of this chapter, may administer and certify oaths relating to officers or official matters concerning public schools.

1874. *Second*—No change of text-books must be made at any othe



time than in the months of May or June of the year in which the change is made, and no changes shall be made to take effect till the beginning of the school term commencing after the thirtieth day of June of that year.

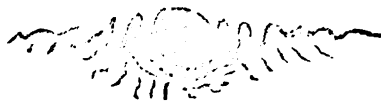
1876. No School Trustee or member of any Board of Education must be interested in any contract made by the Board of which he is a member; and any contract made in violation of this provision is void.

1879. Any County Board of Supervisors, or any City Council, or any duly authorized committee thereof, may investigate the conduct of any member of a County, City, or City and County Board of Education, or school officer, or employe, who may be charged with malfeasance in office, and in such capacity shall be entitled to the process of the courts to compel the attendance of witnesses; and the officer who shall preside at such investigation shall have power to administer all necessary oaths.

52. *Fourth*—The residence of the father during his life, and after his death the residence of the mother while she remains unmarried, is the residence of the unmarried minor child.

58. Every elector is eligible to the office for which he is an elector, except where otherwise specially provided; and no person is eligible who is not such an elector.

654. Every parent, guardian, or other person who upbraids, insults, or abuses any teacher of the public schools, in the presence or hearing of a pupil thereof, is guilty of a misdemeanor.







SAN PEDRO STREET SCHOOL

RULES AND REGULATIONS  
OF THE  
BOARD OF EDUCATION  
OF THE  
CITY OF LOS ANGELES.

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DUTIES OF THE SUPERINTENDENT.

1. The Superintendent shall be the executive officer of the Board of Education, and shall have a general supervision of all the public schools of the city. It shall be his duty:

2. To comply with all the provisions of section 75 of the City Charter.

3. To make and enforce such regulations as he may deem conducive to the best interests of the schools, subject to the approval of, and not in conflict with the general rules of the Board.

4. To visit each of the schools of the city as often as his other duties will permit, and give attention to organization, discipline and instruction. To direct the teachers from time to time to make such changes, not contrary to adopted rules, as shall seem best calculated to give greater efficiency to the schools.

5. To call such teachers' meetings, general or special, as he may deem necessary for the purpose of giving instruction or direction to the teachers in the discharge of their duties, for the discussion of methods of teaching and systems of school government, and to secure uniformity in grade work and in discipline of the schools.

6. To see that the school registers are properly kept, and reports made by the teachers and principals with care, neatness and uniformity.

7. To keep himself informed in regard to the school systems of other cities, their plan of organization, modes of government, methods of instruction, and such other matters as may assist the Board to legislate wisely for the highest interests of the schools, and for this purpose to exchange reports with other School Boards.

8. To fill all vacancies occasioned by the temporary absence of regular teachers, from the list of regularly elected substitutes; and to make such other temporary arrangements relative to the schools as he may deem proper, and report the same to the Board at its next meeting.

9. To prescribe the rules for the semi-annual promotions, and to direct such special examinations as he may deem proper.

10. To devise a system of blanks for reports, and instruct the teachers in the proper mode of using them. These blanks shall be used to keep parents informed of the attendance, scholarship and deportment of their children, and to secure the co-operation of parents with teachers.

11. To suspend from school any pupil whose conduct or character is such as to injure the reputation of the school, or whose parents wilfully neglect or refuse to co-operate with the Superintendent or teachers in carrying out the regulations of the school, or encourage their children to violate the regulations of the school, and to report his action to the Board at their next meeting.

12. To keep regular office hours every week day, and give due notice thereof to teachers and the public, and to perform such other duties as may be required of him by the Board of Education.

#### DEPUTY SUPERINTENDENT.

13. The Deputy shall act under the general direction of the Superintendent, and in the absence of the latter, shall keep the office hours, and perform the usual official duties of the Superintendent.

14. He shall devote his time exclusively to the duties of his office, and it shall be his special duty to visit schools, and to ascertain by frequent oral examinations, the condition of the schools.

15. It shall be his duty to observe carefully the methods of teaching and discipline pursued by teachers. He shall give advice and assistance to teachers, and shall, in their presence, exemplify before their schools the best methods of teaching.

16. He shall, as often as required, present to the Superintendent a written report of the efficiency of the teachers, and the condition of the schools that have been visited by him, and all such reports shall be preserved in the office of the Superintendent for the use of the Board.

#### PRINCIPALS.

##### *Rules of the State Board of Education.*

17. Principals shall be held responsible for the general management and discipline of their schools, and the studies pursued, and the assistant teachers shall follow their directions and co-operate with them, not only during school hours, but during the time when the pupils are on the school premises, before and after school and during recesses.

18. Assistants shall be held responsible for the studies, order and discipline of their own rooms, under the general direction of the principals.

19. Principals shall prescribe such rules for the use of yards, basements and outbuildings connected with the school houses, as shall insure their being kept in a neat and proper condition, and shall examine them

as often as necessary for such purpose. They shall be held responsible for any want of neatness or cleanliness about their school premises.

PRINCIPALS.

*Rules of the City Board of Education.*

20. It shall be the duty of the principals to enforce the Rules and Regulations of the Board of Education in the schools of their respective buildings, to carry out the directions and suggestions of the Superintendent, and in every way to aid in the conduct of the schools.

21. To superintend the janitors in the discharge of their duties, require them to do their duty promptly and well, and to report cases of failure, neglect or incompetency to the Superintendent.

22. To keep a record of the absence and tardiness of assistant teachers, and make it a part of their monthly report to the Superintendent. They shall also report the failure of any teacher, under their supervision, to carry out the rules and regulations established for the guidance of teachers.

23. To visit the schools of their buildings, to advise, assist and encourage the teachers in their work. They shall endeavor to correct objectionable methods of discipline or instruction, and shall deem it their duty to report such as may be persisted in by any teacher. In the performance of their duties they shall exemplify the work of every class or grade under their charge by teaching each subject before the pupils and teachers as often as practicable.

24. To examine and classify, under the direction of the Superintendent, all pupils admitted without cards of promotion. They shall in no case admit pupils from any other districts of the city without a written permit from the Superintendent, and must not admit non-resident pupils without payment of one month's tuition in advance, which shall be paid to the Superintendent, who shall pay same to City Treasurer, and file receipt therefor with the Clerk.

25. To allow no advertisement to be read to, or distributed among the pupils of any school upon the school premises. [The term premises wherever used in these rules, to include land to the center of any and all streets bounding school property.] To allow no advertisement to be posted upon the fences or walls of any school buildings under their supervision; nor permit any agent or other person to enter any school or school premises at any time for the purpose of exhibiting, either to pupils or teachers, any article whatever, or to announce any public entertainment.

26. To be present at 8:30 a. m., to remain upon the school premises during the day. Pupils may enter the grounds at this hour, and shall not loiter about and annoy neighbors, or people passing, by accosting them, or indulge in noisy play.

27. To temporarily suspend pupils from school for persistent disobedience, vulgarity or truancy, or for such other offenses as in their judgment can best be met and corrected in this way. They shall at once notify in writing—giving reasons—the parent or guardians, and the Superintendent. The Superintendent shall give the matter his attention, and if the suspension be confirmed, fix the time it is to hold.

28. To send requisitions for supplies to the office of the Superintendent at the close of each school month, and see that the teachers are provided with the necessary articles. They shall make, upon blanks furnished them for the purpose, monthly reports of their schools to the Superintendent, who shall keep such reports on file in his office. They shall also make an Annual Report, and furnish such other information to the Superintendent, as he may, from time to time, require, or as they may think proper to communicate.

29. To see that all clocks belonging to the building are properly regulated by the city time, and have teachers conform to this standard in making their record of attendance, both for themselves and for their pupils.

30. To deliver, at the close of the school year, the registers and keys of their respective buildings, at the office of the Superintendent, together with a list of school property in their possession, accounting for such as may have been removed or injured.

#### ASSISTANT TEACHERS.

##### *Rules of the State Board of Education.*

31. Teachers are required to be present at their respective school rooms, and to open them for the admission of pupils at *fifteen minutes before* the time prescribed for commencing schools, and to observe punctually the hours for opening and closing school.

32. Teachers are particularly enjoined to devote their time faithfully to a vigilant and watchful care over the conduct and habits of the pupils *during the time of relaxation and play*, before and after school, and *during the recesses*, both in the school buildings and on the playgrounds.

33. It is expected that the teachers will exercise a general inspection over the conduct of scholars going to and returning from school. They shall exert their influence to prevent all quarreling and disagreement, all rude and noisy behavior in the streets, all vulgar and profane language, all improper games, and all disrespect to citizens and strangers.

34. Teachers shall give vigilant attention to the *ventilation and temperature* of their school rooms. At each recess the windows and doors shall be opened for the purpose of changing the atmosphere of the room. Teachers are required to exercise reasonable supervision over the *text-books* of the pupils, to inspect the same from time to time, and to prevent their defacement or wanton destruction.

35. Teachers shall enter in the school register in the order of their application, the names of all those applying for admission to the school after the prescribed number of pupils has been received. Such applicants should be admitted to seats whenever a vacancy occurs in any class for which they have been found duly qualified, in the order of their registration.

36. Teachers are authorized to *require excuses* from parents or guardians of pupils, either in person or by written note, in all cases of *absence or tardiness*, or for dismissal before the close of the school.

37. The books used and the studies pursued shall be *such and such only* as may be authorized by the local Board of Education; and no teacher shall advise or require any of the pupils to purchase for use in the schools any book not contained in the list of books directed and authorized to be used in the schools.

38. It shall be the duty of the teachers of the schools to read to the pupils, from time to time, as much of the school regulations as apply to them, that they may have a clear understanding of the rules by which they are governed.

39. In all the primary schools, exercises in free calisthenics and vocal and *breathing exercises* shall be given at least twice a day, from three to five minutes for each exercise.

40. Teachers shall endeavor to make themselves acquainted with parents and guardians in order to secure their aid and co-operation, and to better understand the temperaments, characteristics, and wants of children.

41. Teachers shall daily examine the lessons of their various classes, and make such special preparation upon them, if necessary, as not to be constantly confined to the text-book, and instruct all their pupils without partiality, in those branches of school studies which their various classes may be pursuing. In all their intercourse with their scholars they are required to strive to impress on their minds, both by precept and example, the great importance of continued efforts for improvement in morals, manners and deportment, as well as in useful learning.

42. Teachers should explain each new lesson assigned, if necessary, by familiar remarks and illustrations, that every pupil may know, before he is sent to his seat, what he is expected to do at the next recitation, and how it is to be done.

43. Teachers should only use the text-book for occasional reference, and should not permit it to be taken to the recitation, to be referred to by the pupils, except in cases of such exercises as absolutely require it. They should assign many questions of their own preparing, involving an application of what the pupils have learned, to the business of life.

44. Teachers should endeavor to arouse and fix the attention of the whole class, and to occupy and bring into action as many of the faculties



of their pupils as possible. They should never proceed with the recitation without the attention of the whole class, nor go round the class with recitation always in the same order, or in regular rotation.

45. Teachers should at all times exhibit proper animation themselves, manifesting a lively interest in the subject taught; avoid all heavy, plodding movements, all formal routine in teaching, lest the pupil be dull and drowsy, and imbibe the notion that he studies only to recite.

#### ASSISTANT TEACHERS.

##### *Rules of the City Board of Education.*

46. It shall be the duty of teachers to look after the conduct of the pupils while in the school room; to care for the furniture, apparatus, etc., in their respective rooms, and to co-operate with the principal in the preservation of the buildings, fences and all other school property.

47. To refer new pupils to the principal for examination and classification, and when so classified to record their names in the general register, with all the data called for in the register.

48. To promptly notify parents or guardians of the absence or tardiness of pupils, and give a special notice either in person or by note, of such as are habitually troublesome, or are specially poor in their studies. They are expected to exercise all due patience and make every reasonable effort in individual cases, before asking to have a pupil suspended for misconduct or placed in a lower grade for failure in studies.

49. To send from the second to twelfth grades, both inclusive, to parents or guardians, on cards furnished for the purpose, a report of the attendance, deportment and scholarship of each pupil for each period.

50. To avoid, as far as possible, the practice of detaining pupils; to avoid scolding and all harsh and passionate expressions to or in the presence of their pupils; they are reminded that the best disciplinarians are those who govern themselves, and secure good order by gentle influences. To avoid corporal punishment when obedience can be obtained by milder measures. In administering corporal punishment, they must avoid striking the head or hands, using a switch or light strap in such a manner as not to inflict bruises or lasting marks, and must have at least one teacher as witness to such punishment. They may refer all incorrigible cases to the principal.

51. To attend all general and special meetings called by the Superintendent. *Only such excuses as would justify absence from regular school duties will be considered or accepted.* To make monthly reports to the principal upon the blanks provided for that purpose.

52. To dismiss their schools promptly at all times when the signal is given by the principal, and to see that all their pupils leave the school premises in the evening before they themselves depart.

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SUBSTITUTE TEACHERS.

53. In case of necessary absence of regular teachers, they shall promptly notify the Superintendent, who shall supply a substitute. The list of substitute teachers shall be designated by the Board of Education, and in no case must other persons be placed in charge of schools.

54. Substitutes shall receive the full regular pay of the teachers whose places they fill, and shall be paid by the same at the end of the school month, in which the service was rendered.

## SPECIAL TEACHERS.

55. Special teachers shall, at the request of the Superintendent, meet the teachers for the purpose of giving them instruction in the branches of which such special teachers have charge.

56. They shall visit regularly and impartially the several departments in which they are employed to teach, and make written reports of the progress of their work to the Superintendent, as often as he may request.

57. The regular teacher of any room shall not be absent from the room during the exercises of special teachers, but shall co-operate in the preservation of order and discipline, and shall enforce the observance of instructions given by special teachers.

58. It shall be the duty of the regular teachers to make themselves proficient, practically, as well as theoretically, in such special branches as are taught in the schools.

## PUPILS.

*Rules of the State Board of Education.*

59. No pupil shall be detained in school during the intermission at noon, and a pupil detained at any recess shall be permitted to go out immediately thereafter. All pupils, except those detained for punishment, shall be required to pass out of the school room at recess, unless it would occasion an exposure of health.

60. No person shall be allowed to retain connection with any public school, unless furnished with books, slates and other utensils required to be used in the class to which he belongs; *provided*, that no pupil shall be excluded for such cause, unless the parent or guardian shall have been furnished by the teacher with a list of books or articles needed, and one week shall have elapsed after such notice without the pupil obtaining said books. Books may be furnished to indigent children by the Trustees, at the expense of the district, whenever the teacher shall have certified in writing that the pupil applying is unable to furnish such books.

61. Any pupil who shall in any way cut or otherwise injure any school house, or injure any fences, trees or outbuildings belonging to any of the school estate, or shall write any profane or obscene language, or make any obscene pictures or characters on the school premises, shall be liable to

suspension, expulsion or other punishment, according to the nature of the offense. The *teacher may suspend* a pupil temporarily for such offense, and *shall notify* the Trustees of said action. Pupils shall not be allowed to remain in any of the rooms that are provided with improved styles of furniture, except in the presence of a teacher, or a monitor who is made especially responsible for the care of the seats and desks. All damage done to school property by any of the pupils shall be repaired at the expense of the party committing the trespass. Within one week of any damage to school property, teachers shall notify the Trustees, or be held personally responsible.

62. All pupils who go to the school without proper attention having been given to personal cleanliness, or neatness of dress, shall be sent home to be properly prepared for school, or shall be required to prepare themselves for the school room before entering. Every school room shall be provided with a wash basin, soap and towels.

63. No pupil affected with any contagious disease shall be allowed to remain in any of the public schools.

64. Every pupil is expected to attend school punctually and regularly; to conform to the regulations of the school, and to obey promptly all the directions of the teacher; to observe good order and propriety of deportment; to be diligent in study, respectful to teachers, and kind and obliging to school-mates; to refrain entirely from the use of profane or vulgar language, and to be clean and neat in person and clothing.

65. Continued wilful disobedience or open defiance of the authority of the teacher constitutes good cause for expulsion from school, and habitual profanity and vulgarity good cause for suspension from school.

66. Pupils are required in all cases of absence, to bring, on their return to school, an excuse in writing from their parents or guardians, assigning good and sufficient reasons for such absence.

67. All pupils who have fallen behind in their grade by absence or irregularity of attendance, by indolence or inattention, shall be placed in the grade below, at the discretion of the teacher.

68. No pupil shall be permitted to leave school at recess, or at any other time before the regular hour for closing school, except in case of sickness, or on written request of parent or guardian.

69. Any scholar who shall be absent one week without giving notice to the teacher, shall lose all claim to his particular desk for the remainder of the term, and shall not be considered a member of the school.

70. Each scholar shall have a particular desk, and shall keep it and the floor beneath in a neat and orderly condition.

#### PUPILS.

#### *Rules of the City Board of Education.*

71. All children between six and twenty-one years of age, of actual





HELLMAN STREET SCHOOL

residents of Los Angeles city, shall be admitted free to all the public schools, except to the kindergartens; all children between five and six years of age shall be admitted free to the public kindergarten schools. The children of non-residents shall not be received, except upon the payment of a tuition fee, as fixed by the Board of Education.

72. Non-resident pupils may be admitted on the following terms: In the High School, \$3.00 per month; in Grammar schools, \$2.00 per month; in Primary schools, \$1.50 per month; tuition to be paid in advance to the principal. But in no case must non-resident pupils be received to the exclusion of those whose homes are in the city.

73. All pupils, except those of the kindergartens, must attend school in the district in which they live, unless they have a written permit from the Superintendent to attend another school. The permission shall be given only for the purpose of relieving crowded schools, or for other good reasons satisfactory to the Superintendent.

74. Teachers are authorized to send pupils home for excuses of tardiness or absence, except when the weather is such that it would occasion exposure to health.

75. Every pupil in whose family any contagious disease is known to prevail, shall, on returning to school, present a certificate from the Health Officer stating that the proper precautions have been taken, and that no risk will be incurred in receiving the bearer into school.

76. Every pupil who shall be absent three *half* days without excuse from the parent or guardian, given either in person or by written note, satisfying the teacher that the absences were caused by his own sickness, or by sickness in the family, or some *urgent cause*, rendering attendance impossible, or to avoid exposure of health, shall be suspended from school, until satisfactory assurance is given to the principal, by the parent or guardian, that the pupil will be more punctual in the future. In the application of this rule, two unexcused tardinesses or leaving school without permission, shall be counted as one-half day's absence. A pupil who shall be suspended the second time, can only be restored by personal application to the Board at a regular meeting.

77. No pupil, after having entered one school, shall be admitted into another school the same scholastic year, without a certificate of honorable discharge from the former school, or without a transfer from the principal, when the pupil has changed his residence to another district.

78. Wilful disobedience, habitual truancy, vulgarity, profanity, stealing, or carrying deadly or dangerous weapons, shall constitute good cause for suspension or expulsion from school.

79. Pupils shall be liable to suspension if their parents create a disturbance in school, or censure, abuse or insult any teacher before his class, or on the school premises.

80. Any pupil who uses tobacco in any form on the school premises shall be liable to expulsion.

81. During rainstorms or otherwise exceptionally bad weather, pupils shall be allowed to enter their rooms as soon as they come in the morning, and to remain during intermission. At such times, teachers must see that their pupils do not engage in boisterous play, but may allow them to play parlor games, singing, calisthenics, etc.

82. Pupils who are not in their seats at the time for opening school shall be marked tardy.

83. Pupils shall not be absent a part of the day for the purpose of receiving instruction elsewhere, except by special permission of the Superintendent, recommended by the teacher and principal, and only very urgent reasons will be deemed satisfactory.

#### DUTIES OF JANITORS.

84. It shall be the duty of the Superintendent of School Buildings and Repairs to attend all regular meetings of the Board, and special meetings when so notified.

85. To exercise special supervision over all janitors of buildings.

86. To report at regular meetings of the Board all needed repairs of school property.

87. To deliver the monthly supplies to all school buildings.

88. To keep in good repair all school buildings, water closets, coal houses, sheds, fences, walks, trees and grounds.

89. To make, at the close of each school year, an inventory of all school property under his charge, accounting for any then missing which was invoiced the previous year.

90. Janitors of buildings shall report for duty to principals at the hour for the opening and closing of schools, except in small schools where special arrangements may be made. In the High School and Spring Street School, and such other large schools as may be designated by the Board, they shall devote their whole time to the duties of their position. They shall keep school buildings, furniture, yards and outbuildings neat and clean. Disinfect all water closets once per week, build fires, open and close school buildings and gates, and see that all windows, shutters, doors and gates are securely closed when the schools are not in session.

91. They shall sweep school rooms every day after school, and dust them every morning before school, and wash windows, floors, and other wood work as often as directed by the principal. They shall guard all property on the premises, promptly make such repairs as they are able to make, and report to the Superintendent of School Buildings and Repairs all other repairs needed.

92. They shall be subject to the orders of the Superintendent of School Buildings, Principals and Superintendent; they shall not assume or exercise any authority over pupils except by special order, but shall report to the principal any violation of the school regulations on the part of the scholars that comes under their notice.

#### PROMOTIONS.

93. Promotions shall take place at the end of each Semester, and be determined by the teacher and principal.

#### MISCELLANEOUS.

94. No school building shall be used for other than school purposes.

95. For the purpose of promotions the school year shall be divided into two equal parts, called Semesters. For the purpose of written reports to parents, it shall be divided into four equal parts, called Periods. The dates for beginning or closing any school year or vacation shall be fixed by special order of the Board of Education.

96. The regular holidays shall be the 9th of September, the 22d of February, the 30th of May, every day on which an election is held throughout the State, and all Thanksgiving Days authorized by the State or general government. When the 9th of September, the 22d of February or the 30th of May fall upon Sunday, the Monday following shall be a holiday.

97. The hours of tuition and study throughout the year shall be from 9 o'clock a. m. to 12 o'clock m., with fifteen minutes' recess, from 10:30 to 10:45 a. m.; and from 1 to 3 p. m. The first, second and third grades shall be dismissed at 2, and all other grades at 3 p. m. In the High School, the hours shall be from 9 to 11:50 o'clock a. m., and from 12:40 to 3 o'clock p. m.

98. There shall be a monthly fire drill in every building of more than one room, to be conducted by the Principal or Superintendent. Pupils shall leave the building without wraps at signal of two bells; with wraps at signal of three bells.

99. The Deputy Superintendent, Superintendent of School Buildings and Repairs, and his assistant, shall be elected at the first regular meeting in June. The election of teachers shall take place at the first regular meeting in July.

100. Vacancies and new positions may be filled at any meeting of the Board, or, in case of emergency, by the Committee on Teachers.

101. Applicants for positions as teachers must *apply in person* and present a written application to the Secretary, which must be accompanied by evidence of the possession of a legal certificate.

102. No person shall be eligible to election to a position as teacher, who cannot present satisfactory evidence of at least one year's actual successful experience in teaching.



103. All complaints against teachers, or other employes of the School Department, must be made in writing and verified, and shall be addressed to the Secretary of the Board of Education.

104. Teachers shall not award prizes or give any presents to any pupil or pupils. Neither shall teachers receive any presents of any kind from their pupils. Contributions for any purpose shall not be permitted in any school.

105. All rules, regulations, resolutions and orders passed by the Board of Education that are in conflict with these Rules and Regulations, are hereby rescinded.



## CENSUS MARSHAL'S REPORT, ETC.

	1892	1893
No. of white children between 5 and 17 years of age.....	11,605	12,813
No. of Negro, Indian and Chinese children between 5 and 17 years of age.....	225	276
Total number of census children.....	11,830	13,089
No. of children under 5 years of age.....	5,036	5,356
No. of children between 5 and 17 years of age who have attended public schools during year.....	9,409	10,336
No. of children between 5 and 17 years of age who have attended private schools only during year.....	818	897
No. of children between 5 and 17 years of age who have not attended school during the year.....	1,603	1,856



NAMES AND LOCATION OF BUILDINGS, AND ESTIMATED VALUE OF PROPERTY, 1893.

Number	NAME OF SITE	LOCATION	Size of Lot	Value of Lot	Value of Buildings	Value of Furniture, Apparatus and Library	Total Value	Date of Erection of Buildings.
1	Arroyo Street.....	Arroyo and Cypress Streets	150x180	\$ 1,000	\$ 1,500	\$ 200	\$ 2,700	1884
2	Swain Street.....	Swain Street and N. Griffin Avenue.....	178x199	3,000	3,000	200	6,200	1890
3	Truman Street.....	Truman and Humboldt Streets.....	75x157	900	None	None	900	1888
4	Chestnut Street.....	Chestnut Street, near Pasadena Avenue.....	300x165	4,500	6,500	1,000	12,000	1888
5	Hellman Street.....	Hellman Street, near Downey Avenue.....	1/4 acre	6,500	12,000	2,000	20,500	1886
6	Pritchard Street.....	Pritchard and Flora Streets.....	200x150	1,000	None	None	1,000	1888
7	Gates Street.....	Gates Street, near Hawkins Street.....	120x330	4,000	8,500	1,000	13,500	1890
8	Griffin Avenue.....	Griffin Avenue, near Darwin Street.....	110x330	4,500	4,000	1,000	9,500	1882
9	Hayes Street.....	Hayes and Albion Streets.....	200x165	2,700	7,400	300	10,400	1892
10	Castelar Street.....	Castelar and College Streets.....	120x247	5,000	13,000	2,000	20,000	1882
11	Sand Street.....	Sand Street, near Castelar Street.....	153x219	8,000	15,000	2,000	25,000	1872
12	Alpine Street.....	Alpine and Centennial Streets.....	131x200	4,500	16,000	1,500	22,000	1892
13	Temple Street.....	Temple Street, near Edgeware Road.....	155x199	7,500	14,000	2,000	23,500	1886
14	Grafton Street.....	Grafton Street, north of Temple Street.....	120x120	500	3,000	200	3,700	1888
15	Casco Street.....	Casco and Temple Streets.....	197x150	2,400	4,770	250	7,420	1890
16	Alvarado Street.....	Alvarado and W. First Streets.....	125x200	4,000	None	None	4,000	1888
17	Union Avenue.....	Union Avenue, near W. First Street.....	180x140	4,900	9,500	1,000	15,400	1890
18	Fremont Avenue.....	Fremont Avenue, near W. Second Street.....	180x165	5,500	9,500	1,000	16,000	1890
19	Pearl Street.....	Pearl Street, near W. Fourth Street.....	120x165	6,000	100	50	6,150	1882
20	Spring Street.....	Spring Street, near Sixth Street.....	120x330	100,000	40,000	3,500	143,500	1884
21	Eighth Street.....	Eighth Street and Grand Avenue.....	240x165	20,000	12,000	2,200	34,200	1877
22	Tenth Street.....	Tenth Street, near Vernon Street.....	188x138	3,500	6,500	1,000	11,000	1888
23	Sixteenth Street.....	Sixteenth Street, near Hill Street.....	150x261	9,000	14,000	2,000	25,000	1890
24	Seventeenth Street.....	Seventeenth and Georgia Bell Streets.....	1 1/4 acre	10,000	15,000	1,500	26,500	1892
25	Thirtieth Street.....	Thirtieth Street, near Main Street.....	143x165	5,000	15,000	2,000	22,000	1886
26	San Pedro Street.....	San Pedro Street, near Washington St.....	146x356	5,000	6,200	1,000	12,200	1888

27	Staunton Avenue.....	Staunton Ave., near E. Washington St..	100x260'	2,000'	4,000'	500	6,500	1890
28	Santa Fe Avenue.....	Santa Fe Avenue and Washington Street.	180x200	1,400	2,000	None	3,400	1883
29	Seventh Street.....	E. Seventh and Lemon Streets.....	150x170	3,500	8,500	1,000	13,900	1884
30	Ninth Street.....	E. Ninth Street and Stanford Avenue...	174x224	6,000	14,000	2,000	22,000	1890
31	Hewitt Street.....	Hewitt Street, near E. First Street.	120x240	6,000	13,500	2,000	21,500	1891
32	Amelia Street.....	Amelia Street, near Lazard Street.	184x150	7,500	12,000	2,000	21,500	1896
33	Ann Street.....	Ann and Magdalena Streets.....	100x200	4,300	14,700	2,000	21,000	1890
34	Macy Street.....	Macy Street and Brooklyn Avenue.	1 1/4 acre	5,000	6,500	1,000	12,500	1888
35	Cornwell Street.....	Cornwell and Sheridan Streets.....	182x252	3,000	8,000	750	11,750	1890
36	Breed Street.....	Breed and New York Streets.....	180x148	5,000	14,000	2,000	21,000	1886
37	First Street.....	E. First and Savannah Streets.....	185x143	3,000	7,000	500	10,500	1892
38	Euclid Street.....	Euclid and E. Second Streets.....	200x243	2,000	None	None	2,000	....
39	High School.....	Castelar Street, near Sand Street.....	198x232	12,000	70,000	3,000	85,000	1890
Totals.....				\$ 291,300	\$ 410,670	\$ 45,050	\$ 745,420	....

## ENROLLMENT, ETC.

District No.	NAME OF SCHOOL	1885-86.					1892-93.				
		Total Enrollment	Average Enrollment	Average Attendance	Per cent. of Attendance	Tardy Marks	Total Enrollment	Average Enrollment	Average Attendance	Per cent. of Attendance	Tardy Marks
1	Arroyo Street.....	53	38	36	95	111	31	21	20	95	17
2	Swain Street.....						74	54	52	96	41
3	Chestnut Street.....						199	150	143	95	74
4	Hellman Street....	266	186	176	95	323	352	292	278	95	143
5	Gates Street.....						195	159	153	96	54
6	Griffin Avenue.....	274	192	183	95	218	193	156	148	95	88
7	Hayes Street.....						166	139	133	96	93
8	Castelar Street.....	251	220	210	95	514	482	369	350	95	602
9	Sand Street.....	581	385	369	96	591	436	347	329	95	144
10	Alpine Street.....						326	254	248	94	116
11	Temple Street.....	147	76	70	92	269	365	295	279	95	79
12	Casco Street.....						80	64	58	90	47
13	Grafton Street.....						28	20	17	85	65
14	Union Avenue.....						177	147	138	94	81
15	Fremont Avenue.....	56	32	29	94	215	224	179	166	93	105
16	Normal Primary.....	264	158	152	96	345	162	138	133	96	34
17	Spring Street.....	688	509	488	96	582	890	662	631	95	423
18	Eighth Street.....	416	305	289	95	1059	511	400	379	95	60
19	Tenth Street.....						229	188	176	94	170
20	Sixteenth Street.....	252	173	163	94	390	424	342	322	94	225
21	Seventeenth Street.....	82	49	45	93	420	338	267	250	94	262
22	Thirtieth Street.....						424	358	337	94	138
23	San Pedro Street.....	55	38	36	94	76	208	153	144	94	150
24	Staunton Avenue.....						45	43	39	91	74
25	Seventh Street.....	63	40	37	93	250	181	135	127	94	121
26	Ninth Street.....						476	365	340	93	251
27	Hewitt Street.....	309	217	206	95	175	411	302	289	96	141
28	Amelia Street.....	224	148	141	95	145	473	366	345	94	199
29	Ann Street.....	314	196	183	94	311	373	283	268	94	92
30	Macy Street.....	65	45	43	97	26	227	197	184	93	200
31	Cornwell Street.....						145	118	111	94	87
32	Breed Street.....	162	118	112	94	365	332	270	252	93	197
33	First Street.....						112	102	96	94	117
34	High School.....	143	115	109	95	634	557	517	488	94	288
35	Night School.....						128	56	45	81	196
36	Kindergartens.....						1024	400	350	88	739
	Totals.....	4680	3249	3076	95	7256	10998	8488	7818	95	5820

## COMPARATIVE STATEMENT OF RECEIPTS AND EXPENDITURES.

## RECEIPTS.

	1885-6	1886-7	1887-8	1888-9	1889-90	1890-1	1891-2	1892-3
Totals .....	\$ 124,586 05	\$ 167,757 24	\$ 211,338 80	\$ 231,220 45	\$ 251,773 92	\$ 273,595 41	\$ 294,106 13	\$ 310,104 36
Totals .....	\$ 105,391 97	\$ 161,362 64	\$ 186,987 64	\$ 192,225 42	\$ 183,146 68	\$ 208,171 65	\$ 214,209 98	\$ 305,647 47

## EXPENDITURES.

## COMPARATIVE STATEMENT OF APPORTIONMENTS TO COMMON SCHOOL FUND.

	1885-6	1886-7	1887-8	1888-9	1889-90	1890-1	1891-2	1892-3
From the city.....	\$ 2,864 00	\$ 76,423 53	\$ 84,218 17	\$ 77,053 55	\$ 60,519 30	\$ 55,325 87	\$ 59,537 49	\$ 51,728 40
" " county.....	21,369 12	19,779 30	32,407 00	47,041 25	54,273 00	46,125 00	31,800 00	55,362 50
" " state.....	43,041 64	43,719 70	62,085 75	93,118 75	97,656 50	101,273 50	106,252 50	140,734 00

## COMPARATIVE STATEMENT OF EXPENDITURES FOR BUILDINGS AND SITES.

	1885-6	1886-7	1887-8	1888-9	1889-90	1890-1	1891-2	1892-3
Totals .....	\$ 32,635 70	\$ 33,332 63	\$ 34,210 43	\$ 41,117 93	\$ 10,619 06	\$ 66,440 36	\$ 36,712 14	\$ 34,273 46

\*\$200,000 additional expended out of "School Improvement" Bond Fund.

## COMPARATIVE STATISTICS.

	1891.	1892.	1893.
No. census children.....	11,084	11,830	13,089
No. enrolled in public schools.....	9,166	9,945	10,996
Average daily attendance.....	6,710	7,188	7,818

Cost of pupil for all current expenses (not including repairs and permanent improvements):

	1891.	1892.	1893.
1. Upon the school census .....	\$16 27	\$13 63	\$16 05
2. Upon number enrolled.....	19 68	17 39	19 04
3. Upon average daily attendance .....	26 88	23 64	26 86

Cost per pupil for tuition alone:

	1891.	1892.	1893.
1. Upon the school census .....	\$14 12	\$12 52	\$13 15
2. Upon the number enrolled .....	17 07	15 89	15 65
3. Upon average daily attendance.....	21 83	20 60	22 01



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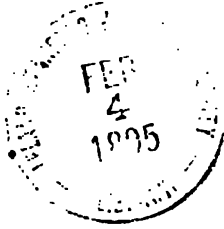
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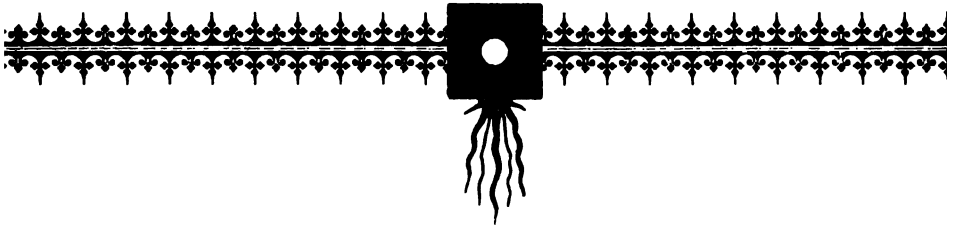


**MANUAL ONE**

DEPARTMENT OF EDUCATION  
LELAND STANFORD JUNIOR UNIVERSITY



# Los Angeles City Schools



**REPORT OF CONDITION  
WITH RECOMMENDATIONS**

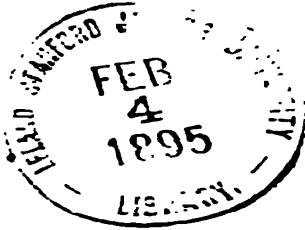
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**JANUARY 7, 1895**

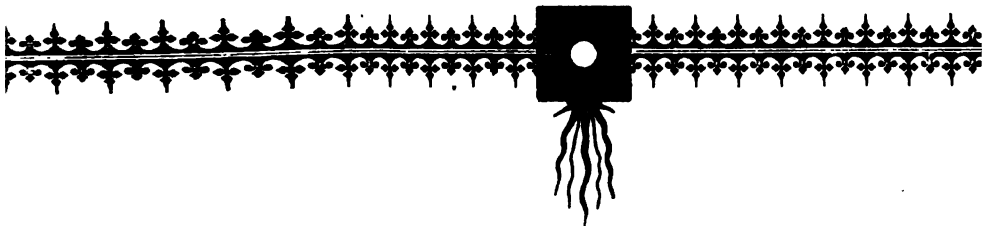


**MANUAL ONE**

DEPARTMENT OF EDUCATION  
LELAND STANFORD JUNIOR UNIVER



# Los Angeles City Schools



**REPORT OF CONDITION  
WITH RECOMMENDATIONS**

**JANUARY 7, 1895**

## Manuals to be Issued.

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1. Report of Condition with Recommendations, January 7.
  2. Motives, January 20.
  3. Working Directions, February 1.
  4. Health, February 1.
  5. Music, March 1.
  6. Literary Culture, April 15.
  7. Science, September 1.
  8. Mathematics, September 1.
  9. Language, September 1.
  10. Kindergartens.
  11. Industrial Training.
  12. Child Study.
- And others.

MANUAL ONE

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LOS ANGELES  
CITY SCHOOLS

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REPORT OF CONDITION

WITH

RECOMMENDATIONS

JANUARY 7, 1895

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KINGSLEY-BARNES & NEUNER CO.  
123 South Broadway.

OFFICE OF SUPERINTENDENT OF SCHOOLS, }  
LOS ANGELES, JANUARY 7, 1895. }

*To Messrs. Henry Kennedy, Dr. W. LeMoyne Wills, William M. Garland, J. S. Pitman, Robert Hale, Thomas Bassett, E. L. Grubb, S. E. Fulton and G. W. Simonton, Members of Board of Education.*

7 GENTLEMEN:—The change on this day of eight-ninths in the composition of the Board of Education makes it expedient that I should submit for your consideration a report of the condition of our schools with recommendations for improvement. With a clear understanding of the situation, as it is on this date, the new board has a definite basis on which to begin work, thereby saving months of time in reaching conclusions as to important determination. This is particularly desirable because of pending considerations. In order that this report may cover the close of the old year and yet be ready in printed form for the incoming of the new Board, this discussion cannot be as full as I would otherwise like and as the interests of the schools demand. However, I stand ready to supplement with special statements as you individually or collectively may desire.

Permit me to thank you in advance for the generous devotion of time and personal sacrifice for which call is made by the responsibilities of your office. During this, the first year of your and my administration, I trust much may be done toward the guaranty, to every boy and girl, of the opportunity for a liberal education. The interests of American citizenship and the high credit of Los Angeles as a city of culture demand the presentation of a live, vigorous and progressive educational policy.

Respectfully submitted,

P. W. SEARCH,  
Superintendent of Schools.


## Offices for the Department.

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The present offices are entirely inadequate for the work in hand, and are objectionable in location and arrangement. There is no means of accommodating the large number of persons having legitimate business with the department. There is no privacy for the hearing of special cases. The superintendent is frequently compelled to hear, in the presence of many, the statements made by both patrons and teachers under circumstances of great embarrassment. The location of the present offices is objectionable because of the immense number of loafers and others who, having little legitimate business to present, yet interrupt the work of the office with demands for courteous reception. Again, the office is lacking in dignity of equipment. There is nothing in the accessory appointments to designate the place as the study and workshop of the head of the schools. More than this, under circumstances specified, there is no opportunity for the consecutive planning and careful preparation of work expected of the superintendent because of the responsibilities of his office.

I therefore recommend that immediate provision be made for the offices in a location of less interruption. Such offices should contain: general office for the superintendent, private office for the superintendent, room sufficient in size for the superintendent's meetings with his teachers, office for the clerk of the Board of Education, room for meetings of the Board, and small store room for supplies necessarily kept at the offices. These rooms should be furnished and equipped in keeping with the character of the work. If there is expectancy of the immediate building of these necessary accommodations, we might remain in present unfavorable rooms until coming summer; but if there is continued doubt as to such building, then the department should be moved at once to some satisfactory building. This course will not be of excessive expense to the city, for the city library now has absolute need for our present rooms.



 I recommend that the holding of the meetings of the Board of Education in a miscellaneous audience room be discontinued. No directory of a bank or other business corporation could work well under such circumstances. The holding of meetings before a general audience tends to the encouragement of caucuses and factional division. The member ostensibly addressing his colleagues is in reality expressing himself for outside effect. The whole procedure is lacking in that essential unity and dignity that should characterize the efforts of those desiring to work together in earnest consultation and coöperation for the wise direction of our schools. The people are entitled to an intimate knowledge of the transactions of the Board. For this there is abundant opportunity through the presence of reporters and persons having legitimate business with the Board; but there is no reason why curiosity seekers, gossip mongers and lobbyists should be permitted to use the meetings of the Board of Education as a means of cheap entertainment and questionable practice.

I also ask that the superintendent be permitted to appoint a private secretary to himself. There never has been, and are now, no records of the educational department. The present means of reaching the teachers by communications is too slow. The clerk of the Board of Education, in order to keep his department in perfect order, has all he can do. There should be some person always present, while the superintendent is visiting schools or preparing work, to meet patrons, to arrange for interviews and to announce results, as well as to perform important clerical duties. The time of the superintendent and his deputy is too valuable to be placed on work of this character.

Such an appointment, because of certain specific qualifications desired, should be left to the superintendent. I beg also to commend to your attention that economy in service and the best attendant results demand that all office appointments, including the clerk of the Board, should be made upon nomination of the superintendent. Such is the custom in San Francisco and other leading schools, and is also the case with every other city and county office in Los Angeles excepting in the school department.

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These recommendations are in keeping with the strictest economy; for, with a working force numbering between three and four hundred, it pays to equip so as to get the greatest value from the entire department.

## Teachers.

At the present time we have on the pay roll and at work, 48 teachers in the kindergartens, 208 teachers in the primary and grammar grades, 22 teachers in the high school, 6 special teachers, besides the superintendent and deputy superintendent; in all 286. The character of the teaching force in the main is most excellent. The policy of the superintendent is to favor the appointment of only first-class teachers; to be guided entirely by one consideration, and that is, what is best for the children; to give every doubtful teacher generous assistance, but in no case to carry a pronounced failure, at the childrens' loss, to the end of the year. The superintendent should be given more control in the appointment of teachers. He alone knows the full needs of the schools. Held responsible for results, he should be given opportunity to make his schools strong at every point. The present plan of encouragement to lobbying and the using of influence is pernicious. A teacher's chances should stand purely on merit, and the superintendent is the proper person to determine merit. In our schools are many faithful teachers respecting the superior office; but who, because of such professional policy, fare less well than others watching with eagle eye every opportunity for the using of influence. It is said there are some teachers in the city who get anything they name without regard to equitable consideration. One principal has been able to nominate his every teacher from his own graduating class. Now this is not an argument against such teachers who have been driven to such measures in order to protect themselves and their school, but it is an argument against an indiscriminate, unprofessional and irresponsible plan. If the past superintendents had been given the same opportunity that has been accorded to some subordinates, there would be now more uniform excellence throughout the school organization. As the responsible head of the schools the superintendent is entitled to this official prerogative.

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Again, the superintendent is paid a salary for performance of many duties of unpleasant nature. Reference of all applicants to him would save members of the Board much valuable time and a world of entanglement. I would recommend for your consideration :

1. All nominations of teachers should be made by the superintendent, subject to the action of the teachers' committee and the election by the Board of Education.
2. After election teachers should be assigned by the superintendent, and all assignments should be subject to his transfer and adjustment. This would make many weak places strong, would place teachers of specific qualifications in positions of specific needs, and would save many teachers who otherwise fail.
3. He should be given authority to discontinue any teacher who is a pronounced failure, subject to appeal to the Board.

Such a policy would enable the superintendent to make strong the work of the schools. It would relieve the members of the Board of much embarrassment and personal sacrifice. It would place the schools on a professional basis. It would enable the superintendent to give some definite statement to a strong candidate, and in every way would advance the interests of the children. It would enable teachers to know definitely their chances for re-election. It is possible for a teacher on any day to know how the superintendent regards her work, which opportunity furnishes the teacher a definite basis for arrangement of future plans. This is impossible when the superintendent is unable to make an authoritative statement.

I beg to remind you that the public library has its appointment under civil service rules and regulations. There is no just reason why the public schools should not have a healthy atmosphere of the same kind. With a few minor exceptions, adoption of such a plan would be highly satisfactory to our teachers. It certainly would receive the liberal endorsement of the people.

**SALARIES.**

Our monthly salary roll at this date is as follows :

**KINDERGARTEN DEPARTMENT.**

1 Supervisor, $\frac{1}{2}$ time, \$80.....	\$ 80	
21 Directors at \$60.....	1,260	
27 Assistants at \$40.....	1,080	
		\$ 2,420 00

**PRIMARY AND GRAMMAR DEPARTMENT.**

152 all day Teachers, \$77.50.....	\$11,780	
24 $\frac{1}{2}$ " " 70.00.....	1,680	
15 Principals 120.00.....	1,800	
14 " 100.00.....	1,400	
1 Principal 150.00.....	150	
2 Teachers 80.00.....	160	
		\$16,970.00

**HIGH SCHOOL.**

1 Principal, \$250.....	\$ 250	
4 Teachers, 175.....	700	
14 " 110.....	1,540	
1 Teacher, 80.....	80	
1 " 70.....	70	
1 " 60.....	60	
		\$ 2,700.00

**SPECIAL TEACHERS.**

1 Teacher Calistenics .....	\$130	
1 " Drawing .....	120	
1 " Drawing .....	100	
1 " Music, $\frac{1}{2}$ time .....	80	
1 " Writing, $\frac{1}{2}$ time.....	80	
		\$ 510.00

**OFFICERS.**

Superintendent of Schools.....	\$250	
Deputy Superintendent.....	175	
Secretary of Board .....	60	
		\$ 485.00

JANITORS.

1	Janitor at \$125.....	\$125	
1	" 75.....	75	
1	" 60.....	60	
1	" 55.....	55	
3	" 50.....	150	
10	" 45.....	450	
4	" 30.....	120	
10	" 25.....	250	
2	" 15.....	30	
4	" 10.....	40	
1	Engineer, 75.....	75	
			\$ 1,430.00
Superintendent of Buildings.....			\$110
Asst. Supt. Buildings.....			80
			\$ 190.00

Total number regular employees on pay roll, 326; total pay roll, on basis of present date, \$24,705. It is hoped that there will be, this year and hereafter, ten months of school.

Janitors are paid for 10½ months; officers for 12 months.

The sentiment is more or less that our teachers are paid high salaries. This is not the case as will be seen by a glance at the following table of annual salaries:

GRAMMAR AND PRIMARY GRADE TEACHERS.

San Francisco.....	\$1,020	St. Louis, Mo.....	\$850
Stockton, Cal.....	1,000	Butte City, Mont.....	850
Washington, D. C.....	950	Seattle, Wash.....	850
Oakland, Cal.....	900	Tacoma, Wash.....	850
Milwaukee, Wis.....	900	Walla Walla, Wash.....	850
Helena, Mont.....	900	Grass Valley, Cal.....	850
Nevada, Cal.....	900	Berkeley, Cal.....	840
Modesta, Cal.....	900	Boston, Mass.....	816
Galveston, Texas.....	850	Portland, Ore.....	810
Canton, O.....	850	Chico, Cal.....	810
Los Angeles.....		\$775	

## PRINCIPALSHIPS OF BUILDINGS.

	4 Rooms	8 Rooms
San Francisco.....	\$1,200	\$1,560
Oakland .....	1,200	1,650
San Jose.....		1,200
Stockton.....	1,100	1,400
Los Angeles.....	1,000	1,200

## HIGH SCHOOL ASSISTANTS (AVERAGE).

San Francisco.....	\$1,200
" " .....	1,680
Oakland .....	1,800
Sacramento.....	1,000
San Jose.....	1,140
Stockton .....	1,200
San Diego... ..	1,000
Berkeley .....	1,020
Los Angeles ....	1,100

## SPECIAL TEACHERS (AVERAGE).

San Francisco. ....	\$1,250
Oakland.....	1,700
Sacramento.....	1,030
Stockton .....	1,100
Los Angeles.....	983

## HIGH SCHOOL PRINCIPAL.

Of 201 cities of population 5,000 and upwards, from which I have reports, 23 pay salaries from \$2,500 to \$3,000, and 11 pay from \$3,000 to \$3,780. The California salaries show as follows :

San Francisco.....	\$3,000
Oakland .....	2,700
Sacramento .....	2,500
Stockton.....	2,400
Berkeley .....	2,400
Los Angeles .....	2,500

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CLERK OF BOARD OF EDUCATION.

San Francisco .....	\$2,500
Oakland.....	1,500
San Diego .....	1,020
Los Angeles .....	720

The work of our office justifies the payment, to a qualified man, a salary of \$1200.

The question frequently arises as to the expediency of more male teachers in the schools. The conviction of the superintendent is that the child needs contact with the two kinds of mind and character. However, we are confronted with two facts: first, equality of work demands equality of pay without regard to sex; second, men teachers, equally good as women teachers, are not often available at the same salaries excepting for temporary reasons.

Again, the employment of married women presents itself with the query that has troubled many cities. If the election of teachers is subject to the usual influence, the employment of such persons is objectionable, because of determination often based on sympathy and other personal elements; but if nominations are made by the head of the schools, who for years has been accustomed to discrimination between teachers and school-keepers, with every appointment planned primarily for the children and their interests, there is no reason why a good teacher should be disqualified by marriage.



## Examination of Teachers.

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No person is eligible to appointment in the Los Angeles schools, in either grammar grade or primary department, without holding a grammar grade certificate, excepting kindergartners, who are received upon certificates from reputable training schools. The requirements for kindergarten teachers will no doubt be made more definite by the board of examiners. High school teachers must hold high school certificates. During recent years the examination of teachers has been conducted by the County Board of Education; but on Nov. 12, 1894, a resolution was passed by the City Board of Education which appointed a City Board of Examination consisting of the Superintendent of Schools, Chas. L. Ennis, T. J. Phillips, W. H. House, A. W. Plummer. It has been since ascertained that there is a growing doubt throughout the State as to the legal right of such City Board of Education to exist for general examination, based upon Art. IX, Sec. 7, of the Constitution, which says: "The County Superintendents and County Boards of Education shall have control of the examination of teachers and the granting of teachers' certificates within their respective jurisdictions." As our primary, grammar grade and kindergarten teachers are now paid by demands issued by the County Superintendent, it is necessary such teachers should have certificates issued by the County Board. Our County Superintendent has kindly consented to honor the city certificate as credential, but the statute fixes the fee at \$2.00, which would necessitate our teachers paying \$4.00 instead of \$2.00 as heretofore.

There is no doubt that a city board of examination, with freedom to act, would be of good advantage; but it would be unjust to require our teachers to pay double fee. This would confine the province of the City Board of Examiners to the high school. The expense of the City Board of Examiners would be about one thousand dollars per year. Should said board

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be confined in its examination to high school candidates, the expense would be fully half as much as that of a general board, with very little revenue. Before the organization is perfected it would be well for the Board of Education to reconsider this question. The gentlemen appointed on the board desire to take no advantage of the fact that they have qualified and will leave the matter subject to further consideration.

## Financial Condition.

The following statement will present the condition of the various school funds as appearing December 31, 1894:

*To P. W. Search, Superintendent of Schools:*

Los Angeles, Cal., Dec. 31st, 1894.

Financial Statement of the Funds of the Board of Education of the city of Los Angeles, from July 1st, 1893, to December 31st, 1894.

EXPENDITURES.		
	July 1, 1893, to June 30, 1894.	July 1, 1894, to Dec. 31, 1894.
Teachers' Salaries.....	\$171,980.00	\$73,798.31
High School Teachers.....	24,219.00	9,688.00
Janitors' Salaries .....	15,217.55	7,000.00
Plumbing.....	3,336.23	5,822.73
Labor .....	5,202.46	4,081.49
Real Estate, New Macy .....		3,950.00
Heating High School .....		2,896.05
Supplies .....	5,169.88	2,649.66
Office Salaries.....	5,220.00	2,383.35
Desks .....	859.95	2,303.80
Coal .....	1,954.44	1,938.63
Hardware .....	2,527.11	1,709.76
Buildings, New Macy.....		1,694.00
Printing .....	1,137.42	1,497.77
Street Assessments.....		1,492.10
Lumber .....	1,433.65	1,181.14
Insurance.....	2,089.85	899.35
Paints .....	1,303.92	851.71
Books .....		779.60
Indigent Supplies.....		731.67
Chemicals ..	665.80	703.28
Plastering and Kalsoming.....	148.06	675.30
Apparatus .....		632.78
Cement Work.....	540.94	565.58
Rent .....	403.00	495.55
Furniture.....	452.67	491.40
Grading .....	1,598.06	401.67
Brooms and Brushes ..		367.25

	July 1, 1893, to June 30, 1894.	July 1, 1894, to Dec. 31, 1894.
Contingents.....	336.79	346.74
Kindergarten Material.....		346.30
Curtains .....	40.60	226.30
Towels .....	88.00	180.75
Repairs.....	376.99	152.25
Disinfectant.....	28.70	96.40
Gas .....	597.60	80.20
Soap .....	39.87	78.00
Horseshoeing.....	45.40	27.00
Census Marshal .....	890.00	
Library Books.....	881.74	
First Street Improvement Bond.....	645.02	
Gravel .....	548.70	
High School Commencement.....	202.20	
High School Tables.....	292.95	
Tuition, Fruitland District.....	300.00	
Fence, Staunton Avenue.....	210.00	
Wood .....	80.00	
Clocks .....	43.90	
Ladders .....	13.00	
Total Expenditures.....	\$251,121.45	\$133,215.87

RECEIPTS.

Balance on hand Com. School F'nd, \$	6,516.89	\$ 8,844.19
From State.....	61,408.50	47,643.50
From County .....	75,420.00	
From City .....	79,176.55	45,176.39
Miscellaneous .....	1,648.70	698.65
State Library Fund .....	650.00	
Total Receipts .. . . .	\$224,820.64	\$102,362.73
Total Expenditures .....	\$251,121.45	\$133,215.87
Total Receipts .....	224,820.64	102,362.73
Overdrawn.....	\$ 26,300.81	\$ 30,853.14
Teachers' Salary Fund overdrawn, July 1st, 1894.....		31,141.00
Total Overdraft Dec. 31, 1894.....		\$ 61,994.14

Los Angeles, Cal., December 31st, 1894.

Condition of the Teachers' Salary Fund, December 31st, 1894.

EXPENDITURES.

Overdrawn in City Treasury, July	
1st, 1894 .....	\$ 31,141.00
Duplicate Warrant issued.....	80.00
Substitute Warrant issued.....	15.00
Paid for part of October Salaries.....	12,472.50
	<u>\$ 47,708.50</u>

RECEIPTS.

From State, paid to City Treasury, \$	47,643.50
Rebate .....	15.00
Total Receipts to City Treasury.....	<u>\$ 47,658.50</u>

Overdrawn in City Treasury, Dec.	
31, 1894 .....	<u>\$ 50.00</u>

TEACHERS' SALARY FUND.

Paid at County Treasurer's Office, September, Oc-	
tober, November and December Salaries....	\$ 57,230.81
Paid at City Treasury for part of October Salaries	<u>47,708.50</u>

Total Expenditures.....	104,939.31
Total Receipts .....	<u>47,658.50</u>

Total Amount Overdrawn December 31, 1894.....	\$ 57,280.81
Overdrawn December in City Treasury.....	<u>\$ 50.00</u>

Overdrawn December 31, at County Treasury.....	<u>57,230.81</u>
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Total Amount Overdrawn.....	57,280.81
Overdrawn in Common School Fund Dec. 31, '94,	<u>4,713.33</u>

Total Amount Overdrawn in both funds.....	<u>\$ 61,994.14</u>
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Condition of the Common School Fund Dec. 31, 1894.	
Total Expenditures July 1 to Dec. 31, 1894.....	\$59,417.56
Balance on hand July 1, 1894 .....	\$ 8,844.19
Total Receipts.....	<u>45,860.04</u>
	54,704.23

Overdrawn December 31, 1894.....	<u>\$ 4,713.33</u>
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Respectfully submitted,

HENRY P. PLATT,

Sec'y Board of Education.

At a meeting held Dec. 31, 1894, the Board of Education ordered the passage of bills on the heating and ventilating contract at the high school, amounting to \$5,248.24, fifteen per cent., or \$1,301.76, being withheld for satisfactory trial of work. The payment of this \$5,248.24 will not appear in the transactions of the old year.

All salaries to date of Dec. 31, 1894, have been paid by demands issued by the Board of Education, consequently the above statement represents, with the exception of liabilities for supplies and repairs not yet delivered or completed, the actual condition of the finances Dec. 31, 1894. However, the schools have never suffered to the amount of deficit, for by special accommodation of the city and county treasurers, we have been able to receive some money in advance of the regular apportionment; but there has been scarcely a month when our teachers have not been compelled to discount their salary demands.

The sources of revenues are as follows :

1. From the State.

An appropriation of \$500 for every seventy school census children (14,743), with allowance for fraction of seventy.

The State fund cannot be used excepting for payment of teachers' salaries, not including high school.

2. From the County.

An apportionment based on the average daily attendance (8,908) of the year immediately preceding.

The County fund is variable from year to year and cannot be used excepting for purposes of salaries of teachers below the high school.

3. From the City.

An appropriation from the City Council, not to exceed twenty cents on the hundred dollars. The city's assessed valuation is \$47,396,165. The apportionment granted for this year is \$80,000, being \$2,000 less than the year before.

This fund must pay all expenses of the schools, including salaries of high school teachers, supplies, fuel, janitors' salaries, repairs, erection of buildings not authorized by bond issue, and all other necessities peculiar to the running of the schools,

excepting grammar and primary salaries. It should also cover the kindergarten instruction.

4. We also have a revenue from miscellaneous sources, including tuition, amounting last year to \$1,646.70; and from the State library fund, \$650. The library fund can be expended only for apparatus and certain classes of books.

The unfortunate financial condition at beginning of my administration does not reflect upon my predecessors in office or the retiring Board, but arises from following conditions:

1. Provision for each new year is based upon the record of census and attendance one year past. In a stationary city this is all very well; but in a city like Los Angeles, where the annual school growth is 13 and 14 per cent., the result is unfortunate.

2. The recent legislation whereby payment of one-half of taxes may be deferred six months has worked hardship to the schools, practically deferring the availability of certain parts of the funds until six months later.

3. The city valuation of property (\$47,396,165 in 1894) is just about what it was four or five years ago (47,443,945 in 1890), but during this time the school registration has increased fifty per cent (increase in five years).

The present financial condition and its outlook demand grave consideration, the most careful economy and the most strenuous efforts for future relief. Confronted by the rapidly increasing necessities of a rapidly growing city, with a sentiment for decreasing ratio in valuation of property, but with no increase in city provision, the difficulties are accumulative.

In order to provide ten months of school opportunity, which is necessary in order to keep ourselves abreast with other cities, there is every expectancy we will close this school year at least fifty thousand dollars in debt. Now I ask that immediate provision be made for this deficit. Justice to our teachers calls for payment of salaries in orders not subject to discount at teachers' expense. The credit of our city demands that school paper shall not be allowed to go on the streets. But there is another great difficulty which must be anticipated. The opening of new schools next year will increase the necessary

expenses. In view of coming needs I ask that action be immediately taken to close this year in better condition, and that strenuous effort be made to secure greater availability for the necessities soon to be upon us. I therefore submit for your consideration the following options, from which it seems to me choice must be made :

1. Acquiring from the City Council, in some form, an additional grant of fifty thousand dollars.

2. The closing of school at end of eight months. This, however, would be unjust to employed teachers, causing the best to seek employment elsewhere. It would also work hardship to the pupils, many of whom have already lost greatly because of half day service.

3. If it is thought best to continue, without an additional grant, in the face of another probable deficit, then I hope that the consent of the City Auditor can be obtained to an approval of a discount expense, whereby the school warrants can be kept off the streets. I am well aware the school Board cannot negotiate a loan, but I see no reason why the finance committee should not be empowered to place our issued warrants in block with some bank willing to carry them, without loss to the teacher, until money is available, usually only a short time. An annual provision for a discount expense of not more than five hundred dollars would save the city the expense of carrying an average balance of twenty-five thousand dollars or more. With this provision and the advance accommodations usually granted by county and city officials, we would probably be able to protect our city's credit and save our teachers a very great inconvenience. But this course would grant only temporary relief, and not be nearly so good as the suggestion in option one.

It is to be hoped the city charter, as finally approved, will increase the allowance to our schools. Other cities of parallel necessities grant thirty-five cents to the hundred dollars, where Los Angeles cuts to less than the permissive twenty. When the city of Oakland and other similar municipalities grant proportionately fifty per cent. more allowance for maintenance, it is and will be very difficult for Los Angeles to present as good schools.



## CASH RECEIPTS BY SUPERINTENDENT.

There has been paid to the Superintendent, for tuition received by various Principals, the following sums:

High School .....	\$579.00
Normal .....	54.00
Seventeenth St. School.....	129.55
Chestnut St. School.....	4.50
Hellman St. School .....	2.00
Thirtieth St. School.....	6.75
Seventh St. School.....	4.50

\$780.30

We have been forced to deny admission to so many foreign pupils that the receipts for tuition is necessarily reduced. Besides, the Superintendent has received rebates from teachers, because of clerical errors in issuing salary demands, \$22.50, and from collection for damage, \$2.50; making in all \$805.30 of cash handled by the present Superintendent. This money has been transferred to the City Treasurer, as shown on his books and by vouchers 2073, 2078, 2095, 2096, 2108, 2112, 2113, 2116, 2124, 2133, 2152, 2153, 2191, 2245, 2246.

## COMPARATIVE COSTS OF SCHOOLS

With the need upon us for systematic economy we must be careful that we do not run into parsimony, for parsimony is never economy. The most expensive thing used in the schools is the child's time. A glance at the statement of expenses will reveal the fact that very little money is spent for educational supplies. The present Superintendent, up to the present time, has filed no recommendations calling for the expenditure of money. The tables of salaries will indicate our salaries are not superior. In addition to this, I present the following statement, giving comparative costs of schools per capita, based on average daily attendance. I have selected Western cities of largely parallel conditions:

## PER CAPITA COST OF SCHOOLS.

Salt Lake.....	\$40.89
Seattle.....	64.89
Tacoma.....	57.64

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San Francisco.....	\$34.60
Oakland.....	42.30
Los Angeles.....	37.55
Stockton.....	36.27
San Diego.....	41.30

The city of Los Angeles is probably the most prosperous city in the United States at the present time. This being the case, but with an established record in school circles for meagre educational provision, I propose to take the position that there must be some way of meeting our necessary expenditures without resort to parsimonious practice.

#### BUDGET OF APPROPRIATIONS.

I recommend that the Board shall make a systematic apportionment of the appropriations for each fiscal year, so that it may be definitely understood how much is available for each class of expenditure, thus placing a limit to each committee's requisitions. No difference what the external showing may be, it is manifestly unfair to permit an indiscriminate appropriation toward one object to cramp the schools at some point of living necessity. I suggest, also, that an effort be made to have the \$9,201.50, contracted for the heating and ventilating of the High School, refunded to the current expense fund by inclosure in the contemplated bonded indebtedness. The same action should redeem to the current expense the six thousand dollars recently expended in grounds and building for the new Macy Street School.

#### SUPPLIES.

The requisitions for each class of supplies should be confined strictly within the pre-determined appropriations, unless transfer is authorized by the Board. I recommend, also, that every requisition for supply department should bear the advance approval of the Superintendent. It is not right that teachers accustomed to active influence should get supplies to the exclusion of others who rely upon the head of schools to justly apportion. Again, the Superintendent is the only person who sees the whole field and its needs, knows the full demands of organized policy, and, hence, is the only man qualified to keep

each department of work in its proper place. The need of the schools is for centralization of responsibility in the expenditure of money.

Again, every order given for supplies should be given on a blank specifying the items, plan and time of delivery, fund, with places for approval and signature of purchasing officer. This order should also contain in bold type, "Payment will not be made unless this order is attached to bill of invoice." In this way every invoice presented to the Board will show the entire history of purchase.

Every contract for supplies should contain an emphatic condition of time of delivery. Frequently contracts are taken by bidders at so low a figure that delivery is delayed in order to get the lowest possible freight rates. Goods have been recently delivered almost six months after order, which is very expensive to the schools. When stock is lacking in certain minor articles, for which there is imperative demand, there should be some authorization for special acquirement outside of stated contract.

#### SUPPLY KEEPERS AND BUILDING OFFICERS.

I really feel it would be better if the Board should place a fixed, experienced person in charge of stock, with nothing else to do but keep and deliver stock. The Superintendent of Buildings should be free for direction of repairs and management of laborers. Not uncommon on school grounds is the sight of employed laborers leaning on tools and endeavoring to count time, simply because there is no one present to get the greatest value out of services. This is not the fault of the present Superintendent of Buildings, whose duties are too diversified and conflicting. Money can be saved by more definite division of responsibility. In reality the stock room should be in close proximity to the office of the Clerk of the Board of Education. The Stock Keeper also should be competent to act as purchasing agent, under direction of the Board's committee.

## Committee Organization.

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I would suggest the following committee appointments :

Finance—Three members.

Buildings (including furniture, janitors and building supplies)—Three members.

Educational Supplies—Three members.

Teachers and Salaries—Five members.

Insurance—Three members.

Rules and Regulations—Three members.

Visitation—Three members.

High School—Three members.

Kindergartens—Three members.

→ Industrial Education—Three members.

Health—One member, the Superintendent and the Health Officer.

## Superintendent's Conferences.

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I would like to have the Board make fixed provision for at least a bi-monthly conference with the Superintendent, at which time no ordinary business should be transacted. The regular meetings of Board are so filled with routine business of importance, that there is seldom opportunity for a careful presentation of the educational side of the schools. There is one thing the Superintendent cannot do, and that is work up an individual member of the Board. Whatever he has to say must be addressed to the entire Board for their deliberative consideration. The Superintendent desires to take the Board into the closest confidence in all questions of school policy, and therefore earnestly urges provision for these conferences of purely educational nature.

## Room Assignment of Pupils.

The over crowded condition of our schools and the continuous reception of new pupils has forced a frequent transfer and readjustment of pupils, unfortunate to their interests. Children should not be disturbed because of circumstances foreign to what is best for their advancement. It takes time to know a child or the points of his individual needs. Because of this it seems to me lamentable that children happy in their work cannot remain a year with a good teacher. Therefore, in view of the fact that some children must be denied admission to our schools because of inadequate accommodations, I beg to recommend for your immediate action :

1. That there should be no class shifting of pupils in the grades at beginning of second semester, February 11, excepting the A 8s then ready for high school.
2. That the line be drawn admitting no more pupils to the first grade for remainder of the school year.
3. That the children in the kindergarten be permitted to continue their present work for remainder of year.

This will not interfere with the promotion of pupils. They will be advanced in work under teachers who already know their characteristic needs. It will prevent increase of half day schools and the carrying the same into higher grades, and will in every way advance the general interests of the schools. A line must of necessity be drawn somewhere ; under the circumstances let it be drawn on the youngest children, who will not suffer more than this year because of limited attendance. Our kindergartens are better prepared than any other schools to receive additional numbers.

The Superintendent has plans ready for operation that will remove all limitations to individual advancement, requiring however the better opportunity upon the part of the teacher to know the child. The lessening of the number in the Eighth Grade, by plan proposed, gives the opportunity the Superin-

tendent wishes for flexible adjustment and advancement from below. The authorization needed is the drawing the line upon first grade admissions; the Superintendent can manage the other details.

I beg to announce that I have already discontinued the plan of mid-year graduating exercises in the high school. The reasons for this are as follows :

1. The holding of two commencement seasons is too expensive in time. Each graduating exercise and its demands demoralize the entire high school for more than a week.

2. The individual plan about to be in effect contemplates pupils may complete the required course of study at any time during the year, which removes the mid-year limit. Students now completing the course before the end of the year, may spend the time in making strong all details of their work, or in extension opportunity, for which performance additional credit will be given ; or may claim certificate that diploma is accredited.

3. At the end of the year comes the regular week of graduating honor, made all the better by centralization of energy and expenditure. At this time diplomas will be presented to all who have qualified during the year, but each diploma will be accompanied with an accredited description of work individually performed. This plan will greatly enrich the opportunity of all concerned.

## Overcrowded Condition of the Schools.

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Few persons outside of this office can fully realize the present congested condition of our schools. We have about 1100 children limited to half-day session, which is more than bad when it is remembered that many of these children have had consecutive years of half-day session. Above 600 are now attending in temporary rooms. One teacher the other day told me she had in her room six children whose eyes had been ruined by attendance in an unfavorable room the year before. The schools working in good buildings are overcrowded, in many cases there being more than sixty children in a room. The average number should not be allowed to exceed forty. President Eliot of Harvard recently made the statement: "The young woman who stands before fifty-six children, assuming to give value received to each one of fifty-six children before her, is attempting what no mortal can do; for even twenty-five or thirty is quite enough for one teacher to grapple with." In addition to those inconvenienced in our schools, there is every reason to believe there are a thousand others absolutely crowded out of the schools by inability to gain a sitting. One building has forty-seven registered for admittance who are not attending school any place, private or public. No doubt there are hundreds who give up without reigistration. The Census Office reports 1980 children not attending any place during last year. I also beg to remind you the present annual increase in our enrollment is 1400, a good part of which increase will be upon us before new buildings can be available.



## New Buildings.

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The building question is no new one before the school patrons of Los Angeles. For some reason there has been an unfortunate inaction which must now cease. During a time that has added four thousand buildings to the city only four school rooms have been built. To add emphasis to my own recommendations I present the history of this question as found in the following letters now on file :

### SUPERINTENDENT FRIESNER'S REPORT.

March 13, 1893.

#### *The City Board of Education, Los Angeles, Cal.:*

In view of the present crowded conditions of the public schools and because of the prospects of continued growth in the future, I respectfully make the following report and recommendations.

There are now 30 half-day schools in the department, distributed in the following locations :

At Castelar St.,	2	At Hayes St.,	2
" Spring St.,	10	" Fremont Ave.,	2
" 30th St.,	4	" Eighth St.,	2
" Amelia St.,	4	" Ninth St.,	2
	20	" Macy St.,	2

10

These figures show that 15 additional school rooms are needed at the present time.

The natural growth of the city requires from 15 to 20 additional school rooms each year. It would therefore be a safe proposition to provide for about 40 additional rooms for the opening of schools next fall, to be distributed thus :

Let the present Griffin avenue building be moved to a central location in the First Ward, and used exclusively for Kindergartens in East Los Angeles; and a new 8-room building be erected on the present Griffin avenue site.

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The Board owns a large lot 120 x 165 feet, on Yale street, in the same block with the Castelar street building. Let a 4 or possibly an 8-room house be erected on this lot.

Let the present 4-room building on Fremont avenue and the one on Tenth Street be enlarged to 8-room buildings.

There is good prospect that the State will furnish 6 additional rooms at the Normal school for city schools. These would supply the wants of the Eighth street and the west side of the Spring street district. To accommodate the east side of the Spring street district and the Ninth street district there should be a new site purchased in the vicinity of Sixth and San Pedro streets, and an 8-room building erected thereon.

In order that 30th Street school and the rapidly growing south-west part of the city may be relieved, I recommend that a new site be selected near Grand avenue and 23d street, and an 8-room building erected.

To relieve Amelia street school, I recommend that the present building on Railroad street be moved somewhere in that vicinity and used for a Kindergarten building, and that the Macy Street site be properly graded and the building enlarged to an 8-room house.

The present High School building contains 580 pupils and is occupied to its full capacity. By actual count I find that 40 per cent. of the High School pupils live south of 7th street and west of the river.

I therefore recommend that a site be purchased in the above territory and a branch High School building be erected with a capacity for 500 pupils.

W. M. FRIESNER.

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ESTIMATES FOR NEW SCHOOL SITES AND BUILDINGS  
SITES.

LOS ANGELES, CAL., April 10th, 1893.

E. L. A. for Kindergarten building.....	\$ 4,000.00
Castelar exchange with Gen. Bouton.....	1,000.00
Near Sixth and San Pedro streets.....	6,000.00
Near Grand avenue and Twenty-third street.....	8,000.00
Near Amelia street, for Kindergarten building..	3,500.00
Near Santee and Pico streets.....	5,000.00
High school.....	22,500.00
	<hr/>
	\$ 50,000.00

BUILDINGS.

Griffin avenue, eight-room building .....	\$ 16,000.00
Castelar street, eight-room building .....	16,000.00
Fremont avenue, four-room addition.....	7,500.00
Tenth street, four-room addition .....	10,000.00
Sixth and San Pedro, eight-room building.....	16,000.00
Grand avenue and Twenty-third street.....	16,000.00
Macy street, four-room addition.....	7,500.00
Santee and Pico streets, four-room building.....	10,000.00
High School building.....	75,000.00
Moving old Griffin ave. building for kindergarten..	2,000.00
Moving old Railroad st. building for kindergarten..	2,000.00
Grading Macy street site.....	2,000.00
Furniture .....	20,000.00
	<hr/>
	\$200,000.00
Sites.....	50,000.00
	<hr/>
Total for sites, buildings and furniture .....	\$250,000.00

REPORT OF SPECIAL COMMITTEE.

LOS ANGELES, CAL., June 19th, 1893.

The special committee heretofore appointed to ascertain what additional rooms and buildings are necessary for the school department, beg leave to report as follows:

In all cases where as many as four rooms additional are needed they recommend that an eight-room building be erected, as the same will be found much more economical when it is considered that in the course of a year or two it would have to be raised or enlarged.

Had this policy been followed heretofore, some of the expenditures which we now recommend could have been avoided.

The city is rapidly growing, and there are now over thirty half-day schools, which, together with the probable increase in the population of this city during the next year, will make necessary between thirty and forty additional rooms. Your committee have thought it prudent not only to provide for the additional rooms that will be needed during the next year, but also to take into account the future growth of the city, and in all cases to recommend the erection of at least eight-room buildings, so that the future growth of the city will be somewhat provided for, and the expenses of enlargement, raising and reconstruction avoided.

In the First Ward it is recommended that the Hayes street and Chestnut street buildings (both at present four-room buildings) be raised so as to make eight-room buildings of the same. The cost of these improvements are estimated at \$14,400.00.

In the Second Ward it is recommended that a site be purchased on Castelar street and an eight-room building erected thereon. The cost of this is estimated at \$22,400.00.

In the Third Ward it is recommended that the Fremont avenue school building be enlarged to an eight-room building. It is further recommended that the yard at the Union avenue school be enlarged by the purchase of additional lots on the west side of the same, provided such lots can be had at a reasonable cost. The estimated cost of these improvements are \$12,450.00.

In the Fourth Ward it is recommended that a higher and healthier and more accessible location for the Tenth street school be purchased, and the present school building be removed thereto and four rooms added. The cost of this is estimated to be \$13,200.00.

In the Fifth Ward it is recommended that a site be purchased somewhere in the vicinity of Twenty-third and Twenty-fourth streets, between Grand avenue and Figueroa street, and that an eight-room building be erected thereon. The cost of this is estimated at \$25,400.00.

In the Sixth Ward it is recommended that a site be purchased,

the location to be hereafter selected, and an eight-room building erected thereon. The cost of this improvement is estimated at \$22,400.00.

In the Seventh Ward it is recommended that a site be purchased in the neighborhood of Sixth and San Pedro streets, and an eight-room building erected, designed so as to be capable of being easily enlarged to a twelve-room building, erected thereon. The cost of this is estimated at \$28,400.00.

In the Eighth Ward it is recommended that the old Railroad street building be removed to a site to be purchased somewhere in the vicinity of Macy and Lyon streets. The cost of this improvement is estimated to be \$12,000.00.

In the Ninth Ward it is recommended that the Macy street school building be enlarged to an eight-room building and that the lot be graded. The cost of this is estimated to be \$9,000.

It is also recommended that a proposition to purchase a site and erect thereon a building for a branch high school be submitted to the voters, separately from the propositions heretofore recommended. The cost of such high school building and site has not been estimated by your committee.

The estimates heretofore made include the cost of sites, new buildings, enlargement of old buildings, and furniture for all new rooms.

Very respectfully,

D. K. TRASK,  
JOHN C. PLATT,  
L. R. PATTY,  
Committee.

REPORT OF SPECIAL COMMITTEE.

*To the Honorable, The City Council of the City of Los Angeles, Cal.:*

GENTLEMEN:—At a meeting of the Board of Education of said City, held on March 26th, 1894, it was voted that your honorable body be requested to call an election for the purpose of voting Bonds, to build, repair and furnish certain School Buildings in said City, and the undersigned Committee was appointed to render you any information and assistance you may need from the Board of Education.

The buildings and improvements desired are as follows :

For raising Hayes street building .....	\$ 7,000.00
For adding four rooms to Castelar building.....	7,000.00
For raising Union avenue building.....	7,500.00
For moving, raising and purchasing site for Tenth street building .....	10,000.00
For adding four rooms to Seventeenth street building	7,000.00
For adding four rooms to Thirtieth street building..	5,000.00
For purchasing site and erecting a ten-room building in Sixth Ward .....	22,000.00
For purchasing site and erecting eight-room building in Seventh Ward .....	25,000.00
For purchase of site and removing Railroad street building thereto.....	5,000.00
For adding four rooms to Breed street building.....	7,000.00
For raising Macy street building, improving lot and building retaining wall.....	9,500.00
For adding four rooms and third story to Spring street building.....	20,000.00
For heating and ventilating High school.....	10,000 00

\$142,000.00

By inadvertence, the foregoing estimates do not include the cost of furnishing the fifty-eight rooms above recommended. A proper estimate of this expense will be \$300.00 per room. The Committee are also of the opinion that the estimate for the Tenth street school building should be \$3,000.00 more, and that for Thirtieth street \$2,000.00 more. We therefore recommend that your Honorable Body call a special election at once, for the purpose of voting Bonds in the sum of \$160,000.00 (One Hundred and Sixty Thousand Dollars) for the purposes aforesaid.

D. K. TRASK,  
F. W. STEIN,  
Committee.

# Superintendent Search's First Recommendation.

LOS ANGELES, CAL., Sept. 25th, 1894.

*To the Board of Education, Los Angeles City, Cal.*

GENTLEMEN AND LADY:-- Since the report made by my predecessor under date of November 15th, 1893, the building needs of the city schools have been intensified, and should be reconsidered in the light of present greater necessities, I beg leave to offer the following recommendations :

## GENERAL.

First—All buildings shall be located with reference to future convenience, taking into consideration also the possible location of buildings subsequently to be erected.

Second—The plan of erecting small buildings should be discontinued. Small buildings call for an expensive administration and subsequent enlargement can fill the city only with unsightly architecture. Even the eight-room building is not ideal. The needs of the kindergarten and the primary grades call for buildings of ten and twelve rooms, in order to provide for all grades below the Ninth in one school.

Third—I question the propriety of putting a large sum of money in an old building, when a new one would in every way be more satisfactory for future necessities.

Fourth—The City Council should be urged to supplement the aggregate of specific apportionments by sufficient sum to provide for all under estimates and emergencies not herein taken into consideration.

## SPECIFIC RECOMMENDATION.

First—The addition of eight rooms to the Castelar Street School, with purchase of additional ground.

Second—Four rooms additional to Temple Street, with addition to ground.

Third—The addition of four rooms to the Union Avenue building and purchase of additional grounds.

Fourth—The building of an Industrial High School in the vicinity of Seventh or Eighth and Broadway. This building should cost \$100,000, with the addition of \$20,000 for equipment, and also enough for purchase of grounds. It should be the pride of the city. A cheaper building could be erected, but it would not be large enough for more than present demands. This building should contain an auditorium, gymnasium, offices of the Superintendent and the Board of Education, besides other necessary laboratories and class rooms. This building might be erected on the Spring Street lot, in which case the present Spring Street Schools could be accommodated by the twelve-room building as specified in recommendation Five, and also by a twelve-room building in the vicinity of Fifth and Olive. In any event the Industrial High School should be located near the city center and be a public advertisement of the city's culture and enterprise.

Fifth—The erection of a twelve-room building in the vicinity of Fifth and San Pedro.

Sixth—The addition of four rooms to Tenth Street School.

Seventh—The erection of a ten or twelve-room building in the vicinity of San Pedro and Twenty-seventh, or on the Briswalter Tract.

Eighth—The addition of four rooms to the Seventeenth Street School.

Ninth—New building of ten-rooms in Fifth Ward.

Tenth—Erection of a four-room building in vicinity of Pico and Santee.

Eleventh—The addition of eight rooms to the Amelia Street School, with purchase of additional grounds, previously estimated at \$22,000.

Twelfth—The removal of Macy Street school to a better location, and addition of four rooms, previously estimated at \$11,500.

Thirteenth—The addition of four rooms to the Breed Street School.

Fourteenth—Erection of a ten-room building on the Griffin Avenue site.



Fifteenth—In case it is thought best to abandon the Spring Street School building for present purposes, I recommend the building of a twelve-room building in the vicinity of Fifth and Olive, as already referred to in recommendation Four. My judgment is against the placing of another story upon the Spring Street School, believing it would be expensive and not produce what we want. I would prefer to apply the \$35,000 or more saved by such plan to the erection of an Industrial High School.

CONCLUSION.

This will provide eighty-six additional rooms, besides the new High School, which should contain at least twenty rooms besides the auditorium, gymnasium and offices.

Respectfully submitted,

P. W. SEARCH,

Superintendent of City Schools.

REPORT OF SPECIAL COMMITTEE.

*To the Honorable, the City Council of the City of Los Angeles:*

GENTLEMEN: The undersigned committee, appointed at a joint meeting of the City Council and the Board of Education, held on September 25th, 1894, respectfully report as follows:

We recommend that a bond election be called for the purpose of voting bonds for the erection, acquisition, and repair of the following-named school property:

New 12-room building on Griffin avenue, and additional ground.....	\$ 22,000
New 4-room building in the vicinity of Pico and San-tee streets, and lot .....	12,000
Addition of 8 rooms to Seventeenth street school.....	16,000
Ten-room building somewhere in the Fifth Ward, and site .....	25,000
New 12-room building on San Pedro street, in the vicinity of Third street, or Sixth, and site.....	35,000
Addition of 4 rooms to the Union avenue building, and additional ground.....	10,000
Addition of 8 rooms to the Castelar street building, and additional ground.....	21,000

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Addition of 4 rooms to the Temple street building, and additional ground.....	10,000
Addition of 4 rooms to the Tenth street building .....	8,000
Addition of 4 rooms to Breed street building.....	8,000
Ten-room building and site in the vicinity of San Pedro and Twenty-seventh streets .....	25,000
Furniture and furnishings for the aforesaid buildings..	13,000

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Total.....	\$205,000
New industrial high school, to be located either on the Spring street lot, or the Eighth and Grand avenue, or vicinity, with equipment.....	\$120,000

F. W. STEIN,  
D. K. TRASK,  
Committee.

CITY COUNCIL'S ACTION.

The intentions of the City Council, as presented in late ordinance provisions, were as follows :

Addition of 4 rooms to San Pedro street school.....	\$ 8,000
New building—8 rooms, with additional ground, at site of Griffin avenue school.....	20,000
New building of 10 rooms and site, in Fifth Ward.....	25,000
New building of 12 rooms and site, between San Pedro and Alameda in vicinity of Third and Sixth st...	35,000
Addition of four rooms to Union avenue school, with additional ground.....	10,000
Addition of 8 rooms to Castelar street school, with additional ground.....	21,000
Addition of 4 rooms to Temple street school, with ad- ditional grounds .....	10,000
Addition of 10 rooms to Tenth street school.....	8,000
Addition of 4 rooms to Breed street school.....	8,000
New building of 8 rooms with site, in vicinity of San Pedro and Twenty-seventh streets.....	18,000
Enlargement of Macy street school.....	10,000
Furniture and furnishings.....	12,000

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\$185,000

Your superintendent filed a protest against this contemplated provision, claiming :

1. It was inadequate and would not meet the necessities of the time when such buildings would be ready for occupancy.

Nothing less than one hundred additional rooms will answer. This does not mean one hundred additional teachers; for many are now working in half-day schools and in temporary rooms.

2. The placing of the building improvements was not such as to relieve the entire city.

3. There was no provision for relief of the high school, which, by Superintendent Friesner's report, was pressing for attention two years ago.

On December 15th, the Mayor returned the ordinance without approval, reopening the question to further recommendation. When this matter was first presented to my attention, in September, with demand for immediate recommendation, I availed myself of all the past considerations of the office; and utilized all available help in attempts to direct pending action. I have since found that the enrollment at the various buildings did not present reliable data, because of the immense number of accommodation permits given for attendance at buildings outside of proper districts. I have, therefore, sought a more reliable plan, one not before applied to the consideration of this question, and that is the gathering, through the teachers, of exact information as to the residence of the pupils now (December, 1894) in attendance. This, I find, changes the aspect of the needs very materially, and explains the recommendations which follow. I present the data upon which are based my conclusions:

PUPILS ENROLLED IN NOVEMBER, 1894.

Department	Pupils	Regular Teachers
Kindergarten.....	941	48
Primary and Grammar.....	9,550	208
High School.. ..	694	22
	-----	-----
	11,185	278

TABLE ONE.—SHOWING WHERE CHILDREN OF EACH DISTRICT ARE ACTUALLY ATTENDING.

CLASSIFICATION BY RESIDENCE.		CLASSIFICATION OF PUPILS BY PLACES OF PRESENT ENROLLMENT.	
Arroyo.....	96	Arroyo 19, Swain 33, Chestnut 21, Hellman 23.	
Swain.....	178	Swain 48, Arroyo 33, Chestnut 17, Hellman 74, Gates 6.	
Chestnut.....	171	Chestnut 62, Hellman 100, Gates 1, Hayes 6, Spring 2.	
Hellman.....	237	Hellman 191, Chestnut 33, Gates 6, Griffin 1, Hayes 4, Normal Model 1, Ann 1.	
Gates.....	223	Gates 109, Hellman 7, Griffin 102.	
Griffin.....	241	Griffin 128, Chestnut 3, Hellman 39, Gates 66, Hayes 11.	
Hayes.....	250	Hayes 143, Chestnut 41, Hellman 62, Gates 2, Griffin 2.	
Castelar.....	400	Castelar 373, Chestnut 2, Sand 6, Alpine 16, Ann 8, Normal Model 1.	
Sand.....	344	Sand 312, Castelar 6, Temple 2, Normal Model 16, Spring 4, Eighth 1, New Macy 3.	
Alpine.....	514	Alpine 422, Castelar 24, Sand 49, Temple 16, Normal Model 3.	
Temple.....	295	Temple 281, Sand 1, Union 16, Normal Model 2, Alpine 1.	
Grafton.....	34	Grafton 25, Temple 9.	
Casco.....	144	Casco 95, Union 15, Temple 34.	
Union Avenue.....	231	Union 192, Temple 32, Fremont 3, Normal Model 4.	
Fremont Avenue.....	481	Fremont 232, Temple 4, Sand 48, Normal Model 143, Spring 18, Eighth 27, Sixteenth 2, Union 6, Alpine 1.	
Normal.....		Normal 427.	
Spring.....	872	Spring 721, Sand 8, Eighth 8, Sixteenth 2, Seventeenth 1, Thirtieth 2, Ninth 3, Hewitt 1, Normal Model 126.	
Eighth.....	448	Eighth 356, Normal Model 21, Eighth 23, Sixteenth 5, Seventeenth 12, Thirtieth 1, Ann 1.	
Tenth.....	304	Tenth 246, Normal Model 2, Sixteenth 1, Seventeenth 8.	
Sixteenth.....	412	Sixteenth 401, Normal Model 2, Sixteenth 1, Seventeenth 3.	
Seventeenth.....	351	Seventeenth 346, Normal Model 3, Eighth 1, Sixteenth 47, Thirtieth 2, San Pedro 2, Seventeenth 43.	
Thirtieth.....	651	Thirtieth 579, Normal Model 3, Eighth 1, Sixteenth 47, Thirtieth 4, Staunton 14, Ninth 17.	
San Pedro.....	340	San Pedro 257, Spring 1, Sixteenth 1, Seventeenth 1, Thirtieth 2, San Pedro 6, Ninth 51.	
Staunton Avenue.....	196	Staunton 133, Spring 1, Sixteenth 1, Seventeenth 1, Thirtieth 2, San Pedro 6, Ninth 51.	
Santa Fe Avenue.....	22	Santa Fe 22.	
Ninth.....	175	Ninth 155, Normal Model 1, Sixteenth 4, Ninth 12, Hewitt 2, Amelia 1.	
Hewitt.....	553	Ninth 466, Normal Model 3, Spring 49, Temple 1, Sand 1, Eighth 2, Sixteenth 11, San Pedro 6, Staunton 2, Hewitt 4, Sev-	
Amelia.....	376	Hewitt 341, Sand 1, Normal Model 1, Spring 6, Amelia 27.	enth 8.
Ann.....	409	Amelia 374, Amelia 8, Normal Model 1, Spring 6, Amelia 27.	
New Macy.....	308	Ann 342, Castelar 1, Sand 9, Hellman 14, Spring 1, Hewitt 14, New Macy 9, Macy 1.	
Macy.....	225	New Macy 175, Ann 25, Amelia 21, Macy 4.	
Cornwell.....	262	Macy 212, Hewitt 2, Amelia 3, Cornwell 4, Breed 39, Sand 2.	
Breed.....	208	Cornwell 154, Macy 4, Breed 50.	
First School.....	108	Breed 226, Normal Model 3, Spring 1, Macy 1, Cornwell 11, First 13, Sand 1, Fruitland 27.	
High School.....	678	First 147, Breed 13.	
Night.....	52	High School 679, Normal Model 49.	
Tuition.....	65	Night 52.	

TABLE TWO--PUPILS ATTENDING IN DECEMBER, 1894.

	Buildings	Number Buildings will properly accommodate	Enrollment	Classification by Residence	No Kindergarten Attendance
1	Arroyo .....	40	33	96	x
2	Swain .....	80	81	178	x
3	Chestnut .....	160	180	171	x
4	Hellman .....	320	359	237	
5	Gates .....	160	184	223	x
6	Griffin .....	160	185	241	x
7	Hayes .....	160	169	250	
	First Ward .....	1080		1396	
8	Castelar .....	320	476	400	
9	Sand .....	320	399	344	x
10	Alpine .....	320	434	514	
11	Temple .....	320	379	295	
12	Grafton .....	80	25	34	x
13	Casco .....	80	95	144	x
	Second Ward .....	1440		1731	
14	Union Avenue .....	160	223	231	x
15	Fremont Avenue .....	200	235	481	
16	Normal .....	360	427		x
17	Spring .....	480	828	872	
	Third Ward .....	1200		1584	
18	Eighth .....	320	428	448	x
19	Tenth .....	160	206	304	
20	Sixteenth .....	320	500	412	
21	Seventeenth .....	320	445	351	
	Fourth Ward .....	1120		1515	
22	Thirtieth .....	320	591	651	
	Fifth Ward .....	320		651	
23	San Pedro .....	160	271	310	
24	Staunton Avenue .....	160	149	196	x
25	Santa Fe Avenue .....	80	22	22	x
	Sixth Ward .....	400		558	
26	Seventh .....	160	163	175	x
27	Ninth .....	320	511	553	
28	Hewitt .....	320	364	376	
	Seventh Ward .....	800		1104	
29	Amelia .....	320	426	409	
30	Ann .....	320	377	368	
31	New Macy .....	160	188	225	
	Eighth Ward .....	800		1002	
32	Macy .....	160	222	262	x
33	Cornwell .....	160	169	208	
34	Breed .....	320	358	283	
35	First .....	160	147	160	x
	Ninth Ward .....	800		913	
36	High School .....	500	629	678	
	Night School .....		52	52	
	Tuition Pupils .....			65	
	Fruitland District .....		27		
	Totals .....	8460		11249	

The attendance statistics were compiled from special reports made by the various Principals. Enrollments in some instances were not reported the same day, but the figures are sufficiently accurate for comparative purposes. The Normal Model is here classified as a Second Ward School, but it really has a more general character.

By special arrangement with the State Normal School, we now have the accommodations of 427 children belonging to our schools, the city paying the usual salaries to nine teachers. These 427 children come from districts as follows : Hewitt 1, High School 49, Thirtieth 3, Alpine 3, Amelia 2, Seventh 1, Hellman 1, Breed 3, Union 4, Temple 3, Spring 126, Eighth 39, Sand 16, Fremont 143, Tenth 21, Sixteenth 2, Seventeenth 5, Ninth 3, Tuition 3.

This data for calculation, which certainly has no speculative value, presents the building necessities in an entirely new light; hence I desire to submit recommendations of present date, which I ask shall be the basis of your petition to the City Council for incorporation into a new ordinance of intention.

#### GENERAL PRINCIPLES.

1. For the sake of economy, convenient arrangement and slightly architecture, all plans should look to the building of large buildings rather than small ones. Even if a room or two is not at once used, it is a mistake to erect a new building which must immediately be torn to pieces for enlargement.

2. When a building as large as eight rooms is decided upon, the plans should be drawn for nine or ten good rooms, besides smaller rooms. Below the high school are eight grades of work and the kindergarten. If the enrollment justifies presence of an eighth grade, it can be calculated there is double necessity for the first primary. As a rule the relative room demands for primary and grammar grades are about as 5 to 3. Unless there are special schools for centralization of higher grammar grades, all the children of a given family should be permitted to attend the same school.

3. All new buildings should have modern equipment for the liberal supply of fresh air and the distribution of heat and light.

4. It must be remembered it is impossible to equalize the attendance at all points so as to evenly distribute numbers. The attendance from month to month in a growing city is a variable quantity.

5. The ultimate policy of the city should look to the main-

tenance of buildings of twelve, sixteen and twenty rooms, for sake of economy, better supervision, equipment, etc.

6. A city like Los Angeles should seek a class of architecture better than the past and present. The city of Oakland recently voted \$400,000 for school buildings, all of which has been expended as follows: Additional high school \$200,000; erection of five buildings and enlargement of two old ones \$200,000. Contrasted with this is the late ordinance intention of our own city appropriating \$185,000 for the erection and enlargement and furnishing of eleven buildings.

7. There are many limitations, such as river, railroads, hills, immoral sections, etc.; these make it impossible to relieve all buildings by a map distribution of buildings.

BOND PROVISION RECOMMENDED JAN. 7, 1895.

1. Redemption of current expense fund recently advanced for New Macy Street School (\$6,000), and for heating and ventilating high school (\$9,000).

2. A new building of nine or ten rooms on site of Griffin Avenue School, with purchase of additional ground. The destruction of the present unfit building will lose four rooms.

3. The addition of four rooms to Gates Street School by elevation and sub-structure.

4. The addition of 4 rooms to Castelar street school, with purchase of additional ground. These four rooms can be placed at rear of present building, or by extension of small rooms at end of building, with interposition of necessary hall and stairway.

5. Provision for kindergarten at Sand street school.

6. A new building of 9 or 10 rooms, in the vicinity of Beaudry and Temple streets, with purchase of ground.

7. The addition of two rooms, Casco street school, by enlargement on east side.

8. The addition of 4 rooms to Union avenue school, with purchase of additional ground, by elevation and sub-structure.

9. A new building of 12 rooms in vicinity of Sixth and Olive, with purchase of ground.

10. The addition of 4 rooms to Tenth street school by elevation and sub-structure.
11. A new building of 10 rooms in vicinity of St. James' Park, including purchase of ground.
12. The addition of 4 rooms to San Pedro street school, by elevation and sub-structure.
13. A new building of 9 to 10 rooms in vicinity of Briswalter tract, with purchase of ground.
14. A new building of 12 rooms in vicinity of San Pedro and Fifth, with purchase of ground.
15. Addition of 4 rooms to Amelia street school, with purchase of additional ground.
16. Addition of 4 rooms to Ann street school, with purchase of additional ground.
17. Abandonment of present Macy street school and site. A new building of 9 or 10 rooms in vicinity of Warren and Kearny streets. This will abandon four rooms.
18. The addition of 4 rooms to Cornwall street school by elevation and sub-structure.
19. Building of a gymnasium with equipment at present high school on present ground. This is an imperative necessity.
20. Acquirement of possession of additional ground at present high school. Repairs and correction at high school made necessary by the rotting of timbers, as discovered last summer and not since remedied.

I also ask for the relief of high school by plan appearing further on in these recommendations.

All these improvements are demanded for the opening of schools in September. No requisition has been made for contingent needs, excepting perhaps in specification 13. At that point we have an immediate demand for four rooms, which, with the trend of the city's growth, justifies the erection of a full sized building for economical reasons.

#### RECAPITULATION.

These recommendations, in brief, call for:  
Two new buildings of 12 rooms each.



Five new buildings of 9 to 10 rooms each.

Eight old four-room buildings enlarged to eight rooms.

One two-room building enlarged to four rooms.

One kindergarten.

Redemption to current expense fund of money expended for building purposes.

Gymnasium at High School.

Additional ground and exterior improvement at High School.

I cannot give accurate estimates of cost of these improvements until I have advice of a competent architect. The modern buildings, with purchase of land, will approximate \$300,000.

These recommendations, approved by the Board of Education and City Council, will give the schools from 97 to 101 additional rooms for lower grade purposes. This, however, will not mean addition of that many teachers, for many are now at work in half-day schools and in temporary rooms.

I also recommend the immediate appointment of a chief architect, who shall work with the Superintendent of Schools in the development of plans and presentation of estimates of cost.

I beg to call your attention to the importance of not losing a day in taking action in filing petition before the City Council. We must have these buildings by September 1, 1895. At the very best, your petition must be followed by these legal delays: publication of Council's ordinance of intention, two weeks; publication of ordinance calling election, ten days; publication of notice of election, two weeks; sale of bonds, probably one month; advertisement for bids, 10 days. Besides this, there must be time for consideration by the Council, the Mayor, architects, etc. After the ordinance of intention is passed the Board of Education should proceed with the making of every arrangement, expecting the people will make adequate provision for all contemplated action. This is the only consistent course in view of the pressing need for economy of time. No doubt the Board of Education will be made the agent of the Council in the application of building provision.

**NAMES AND LOCATIONS OF BUILDINGS, AND ESTIMATED VALUE OF PROPERTY**  
(Taken from last Annual Report.)

Number	NAME OF SITE	LOCATION	Size of Lot	Value of Lot	Value of Buildings	Value of Furniture, Apparatus and Library	Total Value	Date of Erection of Buildings
1	Arroyo Street.....	Arroyo and Cypress Streets.....	150x180	\$ 1,000	\$ 1,500	\$ 200	\$ 2,700	1884
2	Swain Street.....	Swain Street and N. Griffin Avenue.....	178x199	3,000	3,000	200	9,200	1890
3	Truman Street.....	Truman and Humboldt Streets.....	75x157	900	None	None	900	.....
4	Chestnut Street.....	Chestnut Street, near Pasadena Avenue..	300x165	4,500	6,500	1,000	12,000	1888
5	Hellman Street.....	Hellman Street, near Downey Avenue..	$\frac{3}{4}$ acre	6,500	12,000	2,000	20,500	1886
6	Pritchard Street.....	Pritchard and Flora Streets.....	200x150	1,000	None	None	1,000	.....
7	Gates Street.....	Gates street, near Hawkins Street.....	120x330	4,000	8,500	1,000	13,500	1890
8	Griffin Avenue.....	Griffin Avenue, near Darwin Street.....	110x330	4,500	4,000	1,000	9,500	1882
9	Hayes Street.....	Hayes and Albion Streets.....	200x165	2,700	7,400	300	10,400	1892
10	Castelar Street.....	Castelar and College Streets.....	120x247	5,000	13,000	2,000	20,000	1882
11	Sand Street.....	Sand Street, near Castelar street.....	153x219	8,000	15,000	2,000	25,000	1872
12	Alpine Street.....	Alpine and Centennial Streets.....	131x200	4,500	16,000	1,500	22,000	1892
13	Temple Street.....	Temple Street, near Edgeware Road.....	155x199	7,500	14,000	2,000	23,500	1886
14	Grafton Street.....	Grafton Street, north of Temple.....	120x120	500	3,000	200	3,700	1888
15	Casco Street.....	Casco and Temple Streets.....	197x150	2,400	4,770	250	7,420	1890
16	Alvarado Street.....	Alvarado and West First Streets.....	125x200	4,000	None	None	4,000	.....
17	Union Avenue.....	Union Avenue, near W. First Street.....	180x140	9,500	9,500	1,000	15,400	1890
18	Fremont Avenue.....	Fremont Avenue, near W. Second Street	180x165	5,500	9,500	1,000	16,000	1890
19	Pearl Street.....	Pearl Street, near W. Fourth Street.....	120x165	6,000	100	50	6,150	1882
20	Spring Street.....	Spring Street, near Sixth Street.....	120x330	100,000	40,000	3,500	143,500	1884
21	Eighth Street.....	Eighth Street and Grand Avenue.....	240x165	20,000	12,000	2,200	34,200	1877
22	Tenth Street.....	Tenth Street, near Vernon Street.....	188x138	3,500	6,500	1,000	11,000	1888
23	Sixteenth Street.....	Sixteenth Street, near Hill Street.....	150x261	9,000	14,000	2,000	25,000	1890

NAMES AND LOCATIONS OF BUILDINGS, AND ESTIMATED VALUE OF PROPERTY—CONTINUED  
(Taken from last Annual Report.)

Number	NAME OF SITE	LOCATION	Size of Lot	Val. of Lot	Value of Buildings	Value of Furniture, Apparatus and Library	Total Val.	Date of Erection of Buildings
24	Seventeenth St....	Seventeenth and Georgia Bell Streets....	1¼ acre	10,000	15,000	1,500	26,500	1892
25	Thirtieth Street...	Thirtieth Street, near Main Street.....	143x165	5,000	15,000	2,000	22,000	1888
26	San Pedro Street...	San Pedro Street, near Washington St....	186x356	5,000	6,200	1,000	12,200	1888
27	Staunton Avenue...	Staunton Ave., near E. Washington St....	160x260	2,000	4,000	500	6,500	1890
28	Santa Fe.....	Santa Fe Avenue and Washington St....	180x200	1,400	2,000	None	3,400	1893
29	Seventh Street.....	E. Seventh and Lemon Streets.....	150x170	3,500	8,500	1,000	13,000	1884
30	Ninth Street.....	E. Ninth Street and Stanford Avenue....	174x224	6,000	14,000	2,000	22,000	1890
31	Hewitt Street.....	Hewitt Street, near E. First Street.....	120x240	6,000	13,500	2,000	21,500	1891
32	Amelia Street.....	Amelia Street, near Lazard Street.....	184x150	1,500	12,000	2,000	21,500	1886
33	Ann Street.....	Ann and Magdalena Streets.....	100x200	4,300	14,700	2,000	21,000	1890
34	New Macy Street...	Macy and New Macy Streets.....	200x136	3,950	5,000	None	8,950	1884
35	Macy Street.....	Macy Street and Brooklyn Avenue.....	1¼ acre	5,000	6,500	1,000	12,500	1888
36	Cornwell Street...	Cornwell and Sheridan Streets.....	162x262	3,000	8,000	750	11,750	1890
37	Breed Street.....	Breed and New York Streets.....	180x148	5,000	14,000	2,000	21,000	1886
38	First Street.....	E. First and Savannah Streets.....	185x143	3,000	7,000	500	10,500	1892
39	Euclid Avenue....	Euclid and E. Second Streets.....	200x243	2,000	None	None	2,000	.....
40	High School .....	Castelar Street, near Sand Street.....	198x232	12,000	70,000	3,000	85,000	1890
Totals.....		.....	.....	\$ 293,550	\$ 415,670	\$ 45,650	\$ 754,870	.....

Our present bonded indebtedness is \$150,000; of the entire city \$1,300,200.

REFERENCE TO STATISTICS.

The last annual report of schools contains the following tables, to which special reference is made :

Growth of the schools by Census.. .. .	Page 29
Growth by registration and attendance.....	" 33
Insurance table.....	" 38
Per capital costs.....	" 40
School sites.....	" 41
Boundaries of school districts.....	" 50
Rules and regulations.....	" 238



## Industrial Education.

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[ The past ten years have been characterized by a pronounced sentiment in favor of industrial education. At first presented because of being so intimately connected with the demands of the day, it has been found to present educative value co-equal with other departments of school work besides touching upon the development of creative faculty and inventive genius, which never before received so happy expression in school room work. Remarkable favor has accompanied the work wherever rightly introduced. Given the alternative of choice between industrial course of study and the old line work, under equally favorable conditions, almost the entire election is for the industrial. The work has passed the experimental stage. No school man having once had industrial work in his school has recommended its discontinuance. President Jas. McAlister, now of Drexel Institute, but for years superintendent of the Philadelphia schools, said in his annual report, "The Manual training school is the brightest spot in the Philadelphia schools." What he has said a hundred cities have found to be the case. Philadelphia, Boston, New York, Washington, Baltimore, Cleveland, Toledo, Louisville, Chicago, St. Paul, Des Moines, Omaha, Denver, Pueblo, and other leading schools, indicate with their noble provisions, the sentiment of the country. San Diego with manual training presents a high school of over three hundred pupils, which is proportionately one hundred per cent. larger than our own. The old objection that the high school is a class school is largely removed, when an education ~~is given~~ that appeals to the masses. Beyond this, there is no graduate today commanding as much in salary recognition as the product of the manual training school. The modern world has spoken and its utterances are emphatic for industrial education for all classes, rich or poor, professional man or mechanic, artist or artisan.

Because of this sentiment among school men and the people

and from my own experience and observation, my recommendation is for industrial opportunity for every pupil, from the kindergarten up through the primary and grammar grades and the high school—an education for the boy and an education for the girl. Some excellent persons in this community have misunderstood my position upon this question, objecting because it seemed my recommendation has been for manual training in the high school only. This is a misconstruction of my intention. What I have presented is the only plan in substance that will successfully ingraft industrial education. The recommendations of Supt. Friesner, emphasized by the subsequent growth of city, demand another high school building of one character if not another, but still a high school. My recommendations simply directs it shall present the choice of industrial education without necessarily increasing the expense. Practically, my preference is for industrial opportunity in the grades, but there is no reason why the high school should be excluded. To equip and maintain forty or fifty different shops in as many different parts of the city would be too expensive. To expect the people to be satisfied with provision in a few buildings is equally out of the question, and would soon raise an opposition to the work that would bring its early abandonment. My plan utilizes the coming of a building that is as inevitable as the growth of the city. With one expense it provides for the overflow from present high school and by centralization cares for the industrial education of the entire city in all of its parts. Given the centralized body of workers and all the schools can be permeated and directed in their work. By such a plan the New York College for the Training of Teachers carries the industrial work of a score of schools. The same plan is operative from the Connecticut State Normal. It is the only practical plan in point of economy. The friends of industrial education should rally to this opportunity or soon another high school of the older type will be upon us, with no reappearance of opportunity excepting at impracticable cost, or on a cheap scale that will bring disfavor to the work. An industrial high school with such extensions into lower grade work, would be the most

attractive monument in the city ; but it calls for no extraordinary expense, for we must have such a building anyway.

It will be of interest to know that conservative Massachusetts, which stands first in the United States as the mother of good schools, has recently passed a law compelling every city of over twenty-thousand population to provide a manual training school, charging any city that neglects to make provision with the tuition of its children at some other school. The people who come from the school centers of the East do not expect to move to a city of inferior opportunity for their children's education. The city of Oakland in building a new High school expects to equip the old one as a manual training school. Los Angeles owes it to her own to present co-equal opportunity. But when industrial education is made a part of our work, I want it to come in a way that will insure its successful reception and continuance.

## Health of School Children.

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I recommend that this important subject be given more adequate provision. I favor not simply a system of calisthenics, but an education that scientifically builds the child toward the grace and glory of good health. The community builds wisely that provides physical training as a basis of intellectual and moral supremacy. Our present work is excellent as far as it goes, but it needs increased opportunity. The older pupils, who have suffered so much from school-room inadequacy, certainly need the correction of gymnasium equipment in the high school. I also urge, first, the annual examination of eyesight in all grades ; second, the better distribution of pure air, warmth and light ; third, adjustment of furniture to children, and not adjustment of children to furniture. I wish to acknowledge the indebtedness of this department to Health Officer Dr. Powers, for earnest co-operation received.



## Report of High School Principal.

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*P. W. Search, Supt. City Schools.*

Being desirous to know the status of the teaching force of other high schools, I addressed a circular to 105 high school principals, asking information to the following questions :

1. Number of Teachers—men..., women...?
2. Number of college graduates—men..., women...?
3. Number of Normal School graduates—men..., women...?
4. Do you have "Heads of Departments"?
5. What special duties have they?
6. What is their salary?
7. What is the salary of the other Teachers?
8. What is the salary of the Principal?
9. Are the salaries subject to change each year?
10. Are the Teachers elected for more than one year?
11. At what time are they elected?
12. Does the Principal have a voice in the selection of his Teachers?
13. How many members on the Board of Education?
14. What is their term of office?
15. How are they elected?

I received 80 answers, which I have tabulated, including this school. These represent 79 different cities and nearly every State. The table shows 85 per cent. more women than men. The percentage of College graduates among the men is 72; among the women it is 30. The percentage of Normal School graduates among the men is 6; among the women it is 22.

Only 23 report "Heads of Departments," although nearly all report that their work is departmental. All except 32 report that the salaries are subject to change each year. Only 14 elect teachers for a longer period than one year; of these 14, 10 report that their teachers are elected for "good behavior."

The time of election of teachers for most schools is June; 44 report June, 6 May, and 2 April.

## EDUCATION

### How Elected

Council.....  
Popular Vote.....  
Popular Vote.....  
By Wards.....  
.....  
Council.....  
Popular Vote.....  
12 general 7 Wards  
Popular Vote.....  
Popular Vote.....  
Popular Vote.....  
Popular Vote.....  
Wards.....  
Popular Vote.....  
Popular Vote.....  
Popular Vote.....  
Popular Vote.....  
By Mayor.....  
By Mayor.....  
By Mayor.....  
Popular Vote.....  
By Mayor.....  
Popular Vote.....  
By Wards.....  
No Board.....  
Popular Vote.....  
Popular Vote.....  
Popular Vote.....  
By Mayor.....  
Popular Vote.....  
Popular Vote.....  
By Wards.....  
Mayor.....  
By the Court.....  
Popular Vote.....  
Local Boards.....  
Popular Vote.....  
Council.....  
Popular Vote.....  
Fill their own.....  
Council.....  
Popular Vote.....  
12 Council, 8 State  
Popular Vote.....  
P. V. at large.....  
Popular Vote.....  
7 Court, 6 State B.  
Council.....  
Popular Vote.....  
City Council.....  
Popular Vote.....  
Wards.....  
Wards.....  
Council.....  
Wards.....  
Popular Vote.....  
By Mayor.....  
Popular Vote.....  
Popular Vote.....  
14 Wards, 7 at large  
Popular Vote.....  
Popular Vote.....  
Popular Vote.....  
Popular Vote.....  
Popular Vote.....  
Popular Vote.....  
Popular Vote.....  
Popular Vote.....  
Popular Vote.....  
Popular Vote.....  
Popular Vote.....  
Popular Vote.....  
7 Wards, 4 at large  
By Wards.....  
Popular Vote.....  
Popular Vote.....  
Popular Vote.....  
Popular Vote.....



Fifty of the Principals report that they have a voice in the selection of their teachers. One answers with a questionable yes; another with an emphatic no; and one, "a still small voice."

The number on the Board of Education varies from 3 to 45. Six report 30 or more. The prevailing number is 9. The prevailing term of office is 3 years; one is 7 years, and one "for life. In 48 cities the members of the Board are elected by popular vote; in 7 they are elected by the city council; and in 7 they are appointed by the Mayor.

From these answers I infer that Boards of Education are watching for college graduates for our high schools; normal school graduates are not what they want. I have every reason to believe that in another decade the percentage of women will be much less than it is now. The majority elect their teachers for the ensuing year before the school year closes, so that those who are re-elected can enjoy their vacation, and those who are "dropped" can have time to secure other positions. It is encouraging to see so many are willing to take the principal's judgment of a teacher and allow him some freedom in choosing his co-workers.

Respectfully submitted,

E. E. CATES,

Los Angeles, Jan. 4, '95.

Principal High School.

## Our High School.

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I regard the prevailing sentiment in Los Angeles against the high school as unjust and unfortunate. The high school student deserves just as much consideration as any other pupil of the schools. The fact that such department is smaller proportionately should appeal with more strength to the people, for those who remain in have overcome many an opposing obstacle in so doing and are worthy of approval for the earnest effort that has held them to the end. But the percentage of pupils who go on to the high school is much larger than is generally estimated ; but suppose it is not, a given per cent. of pupils is as worthy of opportunity as any other equivalent per cent. Beyond this, the high school has an uplifting, ambitious influence over all that is below and in reality concerns the entire one hundred per cent.

It is often said the high school is a class school, providing for those who are able to pay their own expense. To show how incorrect this is, I present the vocations of parentage by statistics recently gathered from 694 students now enrolled in our high school :

Merchants, including even the small store-keeper.....	77
Physicians and dentists.....	15
Lawyers, justices and notaries... ..	32
Clergymen .....	12
Capitalists.....	12
Bankers.....	5
Proprietors of hotels, restaurants, lodging houses.....	11
Manufacturers .....	7
Real estate agents.....	32
Contractors, including grading, painting, plumbing, building .....	26
Agents, managers, secretaries, foremen, commercial travelers .....	37
Retired persons, including widows and pensioners.....	85
Ranchers, dairymen, stockraisers.....	38
Liverymen .....	2
Undertakers .....	2

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Surveyors .....	7
Teachers .....	3
Clerks and bookkeepers.....	18
Dress makers.....	2
Printers.....	8
Day laborers.....	80
Artists.....	4
Self supporters by partial or entire work.....	54
Not ascertained.....	125

The high school is the "poor boy's college." In a State where there is such magnificent provision for our state university and state normal schools, the sentiment against the high school is inconsistent. In no other State is the sentiment divided on this important department of educational work. Oakland long since lived down such unfortunate influence and now with removal of environments presents a high school twice as large as that of Los Angeles. If the high school is not reaching its full number, let us add provision that will.

We must have increased provisions for our high school. For two years it has been crowded beyond capacity for superior work. We are now confronted with the on-coming promotions; 447 pupils are now in the eighth grade. Within the year this number must be accommodated in the high school or crowded out of sight by lack of room, or by work that does not meet the demands of the day. To accommodate these pupils we will soon be forced to provide a branch high school in rented rooms. In view of these facts, we must arrange for an additional high school building, as already demanded in almost all past recommendations touching on the building question.

Therefore I wish to urge that the City Council be petitioned to authorize the sale of the Spring street property, and that the proceeds be applied in one of the two following ways:

1. For the building of an additional high school on site of the present Eighth street school; such building to contain offices, audience room and from twenty to thirty school rooms. As the entire building would not at once be needed for high school purposes, and the new building at corner of Sixth and Olive would be accessible, the grades removed from the present Eighth and Spring streets buildings could be thereby accommodated for one or two years.

2. For the building of said additional high school on site of present Sand street building, with same provision for removed grades. This is much the more economical plan, for the future maintenance of department work would not present double necessities. In this case, the two high schools should be connected by acquirement of intermediate ground. Opposed to this plan is the greater difficulty of reaching location.

This plan of procedure, by choice of either alternative would provide for an inevitable additional high school and give opportunity for industrial education throughout the city, and yet without increasing the bonded indebtedness.

## Cost of Text Books.

Based upon reports filed in this office by the teachers of our schools, the following estimates are made of cost of Text Books and other material now purchased by pupils on requisition of the teacher :

GRADE	1 Number of Pupils at Time of Estimate.	2 Cost to a Pupil now in our Schools.	3 Cost to a Pupil promoted from our lower grade.	4 Expended, Column 3.
First .....	2054	\$ .60	\$ .60	\$1,232.40
Second .....	1424	1.40	1.40	1,993.60
Third .....	1310	1.70	1.20	1,572.00
Fourth .....	1228	3.75	3.00	3,684.00
Fifth .....	1149	4.45	2.25	2,585.25
Sixth .....	938	5.25	3.85	3,611.30
Seventh.....	592	5.00	1.50	888.00
Eighth .....	447	5.00	2.20	983.40
Ninth—Classical.....	163		8.70	1,418.10
“ Latin .....			8.70	
“ Technical.....			8.00	
Tenth—Classical.....	107		10.35	1,107.45
“ Latin .....	22		8.85	194.70
“ Technical .....	40		9.20	368.00
Eleventh—Classical .....	32		9.15	292.80
“ Latin .....	38		9.25	351.50
“ Technical .....	11		10.30	133.30
Twelfth—Classical .....	41		10.10	414.10
“ Latin .....	36		11.35	408.60
“ Technical .....	4		6.30	25.25
	9835			\$22,855.75

According to the experience of past years, the total enrollment will introduce a registration of new pupils equally twenty-per cent. of the November enrollment. This will increase the purchases of this year to over twenty-seven thousand dollars. Now it may be argued that the totals given for the



various grades cannot be exact, for many children buy and use second-hand books. It should be remembered that this is more than offset by the large number of pupils now in our schools whose purchases in many instances are more than double the costs quoted, because they carry no supplies forward from below. The chances are the total would run nearer thirty thousand dollars than twenty-seven thousand dollars.

Contrasted with the advantages of the "Free Text Book," supply, the present plan is unfortunate, for the following reasons:

1. The plan of supplying all books and material at community expense is much more economical. One dollar can be made to do the work of three; I have known it to do the work of five. An appropriation of \$20,000 the first year, with an additional \$3,000 for each of second and third years, would carry for three years the supplies now purchased directly by individual children at a cost of \$90,000. The average life of a book, under such plan, is over three years.
2. It economizes the time of the school by having every child supplied from the first hour of the school year. The poor man who arrives in the city a stranger, without money or credit, can start his children from the first day.
3. It enriches the work by making possible the selection of a wider range of books and helps. The argument for mechanical uniformity is removed. It renders possible the study of subjects and not mere books.
4. It makes the public schools absolutely free, with open doors to the poor as well as to the rich.

Under the present conditions, adoption of this plan is impossible. The argument is here presented in order the city charter as finally approved, may provide for this option, so greatly in the interests of economy, educational opportunity and noble results.

## Fruitland School District Claim.

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There is now pending the payment of \$190 for tuition due the Fruitland school district by contract made by the City Board of Education. Adjacent to the Fruitland district, but within the city district, live quite a number of children who cannot easily attend the city schools because of the river which compells them to go about three miles in order to reach our nearest school by passable bridge. For several years the city has been paying the Fruitland district for the instruction of these children, the last contract, October 23d, 1893, providing for an allowance of ten dollars per capita, based on the average daily attendance. During the year 1893-4, twenty-seven children living within this section of the city attended the Fruitland district, the average daily attendance being nineteen. In settlement of this claim the Board of Education, on December 10th, passed an appropriation of \$190, which the City Auditor has returned with his veto on an opinion from the State Superintendent that the contract for tuition is purely an individual matter and cannot be made by a Board of Education.

I recommend that the city's contract with the Fruitland district be protected by a second passing of the bill. Should the Fruitland district deny our children the privilege of attendance, it would force upon the city the building of a special school house, with a call for maintenance amounting to six or seven hundred dollars in excess of the per capita now diverted to the outside district from county fund.

## Night School.

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I do not think our night school is reaching as many as it should. Those who attend have been deprived of school privileges and represent deserving elements. We have 52 enrolled with daily occupations as follows: architect 1, bill distributor 1, clerks in stores 12, cigar maker 1, cook 1, delivery boys 4, furniture workers 7, fish seller 1, harness maker 1, iron workers 4, laundry 3, mason 1, mantel worker 1, optician 1, office boy 1, photographer 1, printer 3, plumbing 3, tailor 1, general 5. The languages spoken are English, Spanish, German, Swedish, Russian, Portuguese, Bohemian, Danish, Italian, Arabic, French, Japanese and several others. To the course of study certain practical studies should be added. With students of such varied individual needs the working classes should not exceed twenty pupils. I ask that the superintendent be authorized to improve this work by special appointments, preferably from our professional teachers, at cost of two dollars per evening for each additional teacher needed to better equip the work.

## Compulsory Attendance.

Expecting we will soon have adequate buildings for all children of school age, I recommend that early steps be taken looking to a municipal provision that will subject to arrest as vagrant any child on the streets during school hours without satisfactory explanation. The number of children now without school improvements is menacing to the future of the city.

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## School Savings Banks.

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For encouragement to thrift, systematic savings, principles of economy and business practice, I desire authority for the inauguration of school savings banks as now a part of many excellent schools. Such school provision merely grants the child opportunity for deposit. About fifteen minutes of the school time is taken once per week. There is no comparison of pupils' deposits, or rivalry between schools. The amount of deposit is a transaction purely between the teacher and child. After entry is made in the child's receipt book and on the teacher's record, the deposits, with application for credits, are placed in a sealed envelope, which is not opened by any person connected with the schools. These envelopes of carriage are sent by the principals of the various buildings to the superintendent, who makes his office entries from memoranda on exterior of envelopes and then deposits in authorized savings banks, for which the school is acting as agent. The bank opens envelopes, verifies teachers', principals' and superintendent's memoranda and returns pass-books of individual entries. There is no possibility of undetected error as the several books in hands of bank, superintendent, principal, teacher and depositing child must all agree. Deposits of five cents or more are received. The individual pass-book is issued by the bank when deposit reaches one dollar, which deposit then draws interest, payable semi-annually.

I ask for permission to immediately inaugurate the system, the happy results of which I have already seen, under plan which I am ready to present more in detail. There will be no expense or liability to the school. The Board, through appointed committee on savings banks, should arrange with some reliable bank of the city for coöperation and responsibility.

## City Institute.

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Arrangements are being made for the holding of our annual institute, February 6, 7, 8, which immediately precedes the opening of the second semester. The Board of Education has appropriated four hundred dollars toward this worthy object. A strong corps of instructors has been engaged and everything promises a session of special value to our schools and the city in general.

## Memorial.

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Our teachers are preparing an appropriate service memorial to Supt. W. M. Friesner, who died during the past summer vacation, at a time when our teachers were largely absent from the city. January 24, being Mr. Friesner's birthday, has been selected as a fitting date for such service, in keeping with the happy custom of American schools of recognizing birthdays of authors and patriots for the inculcation of noble sentiment. In the afternoon one hour will be appropriated to lessons of value to the children. In the evening the memorial proper will be held in Music Hall, to which all are invited.

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In conclusion permit me to add, I trust this report of condition with recommendations may be to the Board of Education a basis for immediate action. The schools should be organized on this plan, subject perhaps to minor modifications. If I am not the man for this responsible leadership, I will be only too willing to coöperate with the Board in securing one who can be granted opportunity to make his schools strong. It may as well be understood by the public, I am not in the city for the purpose of holding down an office, but for professional work. If the people are ready for good schools, good schools can be had ; but it will require earnest coöperation upon the part of all concerned. The great needs are for centralized responsibility, professional consideration and freedom from political dependency.

Some of these recommendations may appear as radical, but I present them for consideration of the Board and the development of proper public sentiment. In my statement of policy I have nothing to keep back from the confidence of the Board ; for I propose to build these schools, so long as I may continue in charge, from the standpoint of an educator and not that of a politician.

Respectfully submitted,

P. W. SEARCH,  
Superintendent.

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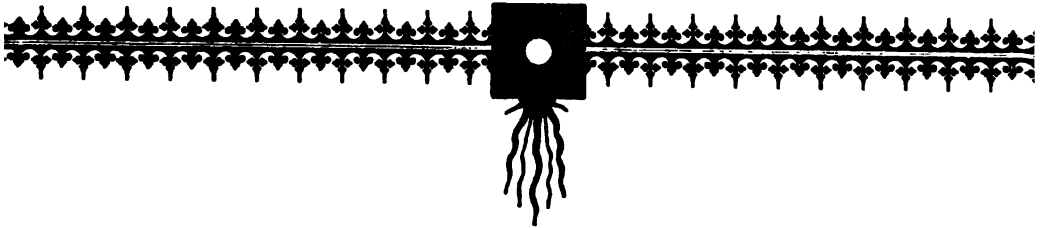




**MANUAL TWO**

DEPARTMENT OF EDUCATION  
LELAND STANFORD JUNIOR UNIVERSITY

# Los Angeles City Schools



**MOTIVES**

**FEBRUARY 1, 1895**

# Organization.

## BOARD OF EDUCATION

W. A. KENNEDY	WM. LEMOYNE WILLS
W. M. GARLAND	J. S. PITMAN
ROBERT HALE	THOMAS BASSETT
E. L. GRUBB	S. E. FULTON
G. W. SIMONTON	
ROBERT HALE, President	C. P. DANDY, Secretary.

## COMMITTEES

*Finance*—Simonton, Wills, Grubb.  
*Building*—Kennedy, Simonton, Bassett.  
*Educational Supplies and Printing*—Grubb, Garland, Fulton.  
*Teachers and Schools*—Pitman, Bassett, Simonton.  
*Insurance*—Garland, Kennedy, Bassett.  
*Rules and Regulations*—Bassett, Wills, Pitman.  
*Visiting and Janitors*—Kennedy, Fulton, Grubb.  
*High School, Library and Course of Study*—Wills, Pitman, Fulton.  
*Industrial Education and Kindergartens*—Fulton, Pitman, Garland.  
*Health*—Wills, Search, Steddum.  
*Furniture, Repairs, Fuel and Building Supplies*—Grubb, Garland, Simonton.

P. W. SEARCH.....	<i>Superintendent of Instruction</i>
J. A. FOSHAY .....	<i>Deputy Superintendent</i>

## Motives.

The primary object of all education is character building. For this the highest opportunity is afforded through the daily work of the school. Life, through its demands, its temptations and victories, is the human battle-field where man overcomes; the divine laboratory where character is made. Happy is the school that recognizes the child life is a part of all life, and that bases its government, not so much upon the "thou shalt," as upon the "I will." There must be spontaneity and determinative choice, or the character built in the school will be an extraneous thing and have little permanent value.

### GOVERNMENT.

The only true government is self-government. In divine economy it is man's opportunity. It is the fundamental factor in the superiority of the republic, because of a self-reliant, responsible citizenship. In the school there is an advantage in discipline; but it is not the discipline resulting from requirement and enforced exaction, but, that of the gymnasium where moral forces are made strong through conscious, voluntary exercise. A new pupil, a new school, or those coming from homes of unfavorable conditions, may make it difficult for an ideal of this kind to at once realize; but, given the teacher in charge of the school for an adequate time, no reason exists why there should not be utilization of true ethical principles.

Children should be given opportunity for self-government. Its quiet presentation under favorable circumstances, should be the constant study of the teacher. There is that in every child which will make him a self-reliant and trustworthy member of the school and of society, if given the right opportunity for expression. Granted, the individual characteristics of children differ more than the leaves of the forest and call for individual consideration; but, after all, there are certain under-

lying general principles basic to all character. The child should feel in his heart, realize in his every volition, that he has the encouragement of his teacher in every good endeavor. This to him should be a daily atmosphere, making the school-room a place of delight. Again, every child prizes the opportunity to respect himself and to express himself as a person who can be trusted. He may break down in his endeavor, but he should never be led to feel that his error has rendered his case hopeless. In the third place, there must be opportunity for intelligent choice. The *will*, as the determinative factor, must be utilized more in the school. It is doubtful if ethics is best directly taught, but no question exists concerning the high ethical value of volition as presented through all the exercises of school room work. The child who does right because of requirement may become a good man; but he who does right through opportunity, is reliable and trustworthy already, and has greater promise through the fatherhood in the child.

In the school room the teacher should be, not so much the chairman preserving order, as the director of natural order, in which the pupils are all participating through community of interest. The beauty of the law, not its majesty, with the delightful results when all lives are in harmony with true socialistic principles, should be ever present for unconscious recognition. When a child offends he should be led to a stand in the presence of the broken law. His act has brought discord and unhappiness to those about him; has disturbed the equilibrium of peaceful life; has clouded the sunshine of every heart. Through such realization, and also that others are dependent upon him as an integral, inter-related part, there comes a feeling of responsibility having within itself the elements of true saving grace. Each child should feel he is fully trusted. If, perchance, the teacher is called from the room, under proper assignment with plenty to do, the working order of the room should continue uninterrupted. This happy condition will never obtain when the teacher does all the thinking for the school, or directs every detail of mental action. Children must be taught how to proceed as true workers and should have an

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abundance of opportunity, removing every occasion for passivity or inaction. Again, while it may be well for the teacher to study carefully for special opportunity in self-government, exercises should never be for the purpose of finding out for the teacher's benefit, but to enable the pupils to realize confidence in their own endeavor. There should be no advance appeal, or intimation that such exercise is special. Never should trial be made under desultory conditions, but when the school has abundance of work and is happy in its performance. Such occasional exercise may be well, but only as an outgrowth of forming conditions that can be trusted for the entire conduct of the school-room work.

This argument for the removal of definite requirement as the ever prominent basis of school discipline is not a substitution of license, for it pre-supposes the teacher so prepared by advance placement of favorable conditions that the result has almost the certainty of success. Such removal is not opportunity for miscellaneous and hap-hazard results; but under wise direction and inspiration, for the highest and healthiest type of order—that which springs from a strengthening character, expressing itself in deliberate choice. There is that in every boy which will make him the hero; in every girl which will make her the heroine. The teacher's work performs no more important part than when presenting lofty ideals and inculcating true motive.

"Order is God's first law" and it should be the basis of all human government; but the development of order from instinctive principle and trained habit is order of the highest type. Indeed, it is the only true order, because having within itself the mainspring of action and the moral uplift that comes from harmony and the recognition of law. On the other hand, disorder is immoral. Who can estimate the destructive influences to which is subjected the child who sits, day after day, and month after month, in a school room where he continually breathes an atmosphere of disorder. Certainly the weak teacher should flee from such a responsibility. This is a matter of infinite importance — far more so than acquisition in study work. Character is not made in a day, but as the result, under direc-

tion, of self-determining action. This direction calls for the teacher of resources, of strength,—of personality.

The play-ground discipline may appear to be something different ; but, in reality, it is not. I do not like sentinel duty. True, the teachers should be on the play grounds, but more as persons primarily interested in the children's play. Play has a high ethical value and should be, not a contingency, but a cardinal factor in every school plan. Teachers should plan for the wise direction and encouragement of play just as much as for the conduct of studies. Unhappy, indeed, in moral tendency is the play-ground where the children stand around with nothing to do, conscious that the detective eye is upon them. A different place is the school where the intermission minutes are filled with eager, enjoyable and all-participating recreation. (See "Educational Value of Play" by James L. Hughes, in *Educational Review*, November, 1894.)

What then shall be said of punishments? Very little, for in the true school, where has been proper ethical culture, the subject seldom presents itself for consideration. The better teacher has little occasion for resort to punitive practices, because she anticipates unfortunate tendencies by conditions favorable to ethical culture. Certainly, individual cases will arise full of perplexity, but this all the more calls for the teacher of skillful resources. When a child goes wrong we must not forget the teacher may not be altogether blameless. If one teacher (and there are many such) can conduct a school month after month, and sometimes year after year, without resort to corporal punishment, it must be that its necessity elsewhere arises largely from a difference in teachers. It is true all life has its attendant punitive element ; but, it must be remembered, the teacher has to do with formative responsibilities and not results.

But there is another punitive measure in practice which is even more to be deprecated than corporal punishment, and that is suspension, excepting where intended merely as reference to superior teacher. It is the province of the school to hold to itself its own. Probably not more than five per cent of our teaching force ever have occasion to suspend, and these few suspend enough for the entire corps. If ninety-five out of one

hundred teachers possess resources with which to conduct their work without resort to suspension, why should not the other five be equally qualified? Sometimes a vicious case appears, presenting great perplexity ; but, after all, the teacher's success is dependent, not so much upon the pupils constituting the school, as upon resources, tact, skill and disposition within herself. The act of suspension sometimes forced on a principal, by circumstances over which he has had partial control, is an entirely different thing. In such cases, the suspension does not necessarily reflect upon the principal, for its necessity generally arises from results foreign to his immediate personal responsibility. In the same way, sometimes even a good teacher is forced to extraordinary action. These exceptions—however, do not invalidate the application of the general statement.

But there is still another practice (happily not common) in, finitely worse than suspension—the surrounding a pupil with such a cold, chilly atmosphere as to eventually freeze him out of the school. It is the teacher's place to keep the room aglow with warmth and sunshine. Unfit for the position is the teacher who will allow a personal dislike to arise between herself and the pupil. The child needs inspiration, and the giving of inspiration is the teacher's opportunity.

These three abnormal practices—corporal punishment, indiscriminate suspension and the chill of a cold, inspirationless nature—are not deserving even a place under the caption of this manual; for they arise entirely from the absence of proper motive. They are discussed here merely to intimate the pronounced sentiment of the administration.

### STUDY.

The characteristics of true motives in study are :

1. Realization of personal honesty.
2. Interest and pleasure in the success of others.
3. Independence over all false appeals and illegitimate incentives, such as rewards, markings, honors and discriminating credits.



4. Performance of work from genuine interest in and pure love for work, and because it is right.

5. Permanent results.

It is desirable that our schools be placed in perfect harmony with the plan involved in this presentation of motives. What has already been said with reference to government will suggest the explanation of the code of principles pertaining to studies, without proportionate enlargement in description. A student never rises higher than his motive. If his purpose is an ignoble or temporary one, his character and the result of his work will be colored just in the same way. There may seem studies where there is a mechanical gain in the pressure and stimulus that come from using unnatural appeal; but as such incentive is recognized, interest dies still-born, and there is nothing inculcated in the pupil which makes him continue as a student after such incentive is removed—his school life closes with his school days. There is something to be gained, higher than mere mental acquisition and mechanical results in a given study, and that is the uplift and onward grasp of the progressive student who begins now fixing habits that will characterize his entire life.

For this reason, it is desired there should be an absolute discontinuance of all markings of credits by per cents, and the keeping of records by any form of mechanical scale. This includes all discriminating honors, ranking of pupils, and other unjust comparisons. True, the pupils will recognize who are the brighter ones, but this is the school's prerogative and not the teacher's. The superintendent is opposed to the using of the incentives here denounced, for the following reasons: They are abnormal and have nothing to do with legitimate results. They are temporary in influence and impart the same character to the interest of the student; that which was intended as a means becomes an end. They appeal to the sordid, the dishonest and the selfish elements in the human heart. They tend to over-nervous tension to certain pupils and discourage others. They consume the teacher's time with no productive returns. They are untrue and unreliable, as shown by later evidences in the lives of pupils. Their every charac-

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teristic is foreign to the principles of ethics and, hence, proves as obstruction to the development of true manhood and true womanhood.

The doctrine of interest is fundamentally correct. There is little good to the child in an exercise wherein is no delight. It is the province of the school to create and develop interest. If this is absent, the teacher's work is a failure; or, in certain higher departments, the student is out of his naturally forecast trend. The pursuit of learning is full of delight; it is only our unhappy methods of approach that bring bad returns. Now, I do not mean the work of the school should be made easy; far from it. The climbing of a rugged mountain, with its absorbing oxygen and vigorous exercise, is infinitely more exhilarating and delightful than mere walking upon the plain. The fact is, our schoolwork is often, not always, devoid of interest, because it does not call for the full play of healthy activities. It pays to take time to create interest as a basis for all the work of the school. When interest will not follow, the teacher should seriously question her ethical right to a place in the school room.

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With such organization of the schools by utilization of higher motive in government and in study there can result nothing but gain to the pupils. There may be, in some instances, the appearance of temporary loss. The vine that has been clinging to something else, or the tree that has been propped up, may not have very deep anchorage of roots, and may feel like toppling over; and so, at first, may be the case with some pupils who have been otherwise taught; but given time and favor, there can be but one ultimate result—a self-governing, self-reliant, permanent manhood and womanhood. We must look beyond the child to the man or woman in the child. With utilization of the *will* as has been outlined, the inculcation of a feeling of personal responsibility, and the development of higher purpose in study, it is believed the schools will arise to a nobler mission, full of promise in happy immediate results and grander realization in the forming of a qualified citizenship. This is character building.

work. (See Report Forms 101 and 102.) This report is intended to give definite, individual specification of the work satisfactorily covered. Wherever the pupil reappears in the school, the report, upon presentation, should be taken as a basis for the continued work of this particular pupil. This removes the necessity for holding all schools to mechanical gradation, gives opportunity for individual progress, and removes all occasion for transition loss. A pupil can thus be received on any day, and at any stage of advancement. It is desired that this scholarship report should be full and complete, with the pupil's entire credit upon the face of the report, and so drawn as to be a basis of recognition, without examination, in the schools of any city wherever presented. To thoroughly illustrate the plan, a model form is placed in the hands of each principal.

The inadequacy of accommodations, resulting from the enormous growth of the city, makes necessary the following special instruction, which, however, has nothing to do with the individual plan. Upon re-opening the schools, February 11th, and during the remainder of this school year, proceed as follows :

(a) Permit children now in kindergartens to remain in kindergartens until close of school year. Do not receive beyond capacity for good work, but displace children under five and non-residents, if others claim admission.

(b) Do not receive additional pupils into first primary rooms, excepting where there is ample accommodation. Until we get new buildings, there is the absolute necessity of some discrimination, which in such cases will be against those having better chances for overcoming loss. This ruling will also avoid forming additional half-day schools in intermediate grades, besides affecting only half as many children. However, carefully avoid denying admission to a beginning pupil a year or more over age.

(c) Pupils of grades one, two, three, four, five, six, seven and eight B, will remain with respective teachers who have been in charge to this date ; but these pupils are just as much promoted as if they had changed rooms, for the same or greater

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opportunity for higher work will be presented. It is manifestly apparent that the teacher who already knows the characteristics of the pupil should be best qualified to continue the work to end of the year.

(d) The pupils, known as A 8's, may pass at once to High School, or may remain in present room for further pursuit in lower grade work,

While this measure does not arise as a part of the plan of work presented, it will be seen there are certain incidental advantages. In particular, the Eighth grade will be reduced in number about one-third. This will give happy opportunity for individual promotions and general re-adjustment from below, which will gradually be made upon deliberate consideration.

There should be now and hereafter, ever-present opportunity for promotion in work, irrespective of absolute change of room. The pupil should feel that each day's work has its attendant promotion, and he is the one making the promotion. The consciousness of advancement as a daily privilege will fill a school with life. In the very room where he has been studying, the pupil should be given work proportionate to his working ability. As will be indicated further on, there may be a plan for grouping and centralization; but nothing should limit individual opportunity, when a year or more may be added to life. Very frequently, change of pupil to working place in another room may be of advantage. But between the two rooms there should be no mechanical transition difficulty. Indeed, a pupil should feel promotion is his privilege even with the good teacher where he is.

## II. STUDY HOURS.

The working hours will be as follows: Kindergartens, three hours; schools heretofore known as first and second grades, four hours; other schools below high school, five hours; high school, six hours. All technical school work is to be done within these specified hours; there is to be no requirement for outside preparation. Furthermore, when the end of the specified school session

comes, it is desired all school work should cease ; all books and material should be left in working places ; and pupils should pass from the buildings, to be entirely free from study care until the beginning of another school day. In view of the fact that the school proposes to not encroach upon outside hours, all permits given for private music lessons and other such exercises, during school hours, are now cancelled. In assuming responsibility for the education of a child, the schools are entitled to school time. The exercises to which reference has been made should be arranged in time upon which the school work does not encroach.

The question arises, What outside exercises are permissive ? Those that are the spontaneous and natural outgrowth of school room interest. Scientific investigations, inventive and constructive exercises, and literary expression, when not under requirement, are perfectly legitimate. It is desired the pupils shall have opportunity for recreation, music, attendance upon lectures, the reading of good books, magazines and periodicals, and for the social demands of the home. The superintendent is preparing (Manual Six) a course of recommended readings, by which it is hoped the home literary work of the pupils may be directed and systematized. While this reading will not be required, a form of digest will be presented, with record of extension credits kept by the school. Also, Manual Six will contain a list of approved magazines, adapted to age and special trend. It will be seen, the plan of study hours is based not only upon better health provision, but also upon the supposition that the educational opportunity of the young person covers far more than the lines of school requirement. By definite limitation of the latter, there is expectation of wider, healthier and nobler education, as the outgrowth of school room impulse. Also, growing out of the school work and collateral with it, will be, in the higher classes, a definite plan for seminary work of high value to the ambitious student, but this will not be under requirement. It will be seen that whatever small losses may seemingly follow inauguration of this plan of work, there will be manifold compensation through enriching opportunity.

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### III. WORKING METHODS.

Economy demands that school room time shall be for the pupil. The old plan of first study and then recite should give way to opportunity for continuous advance exercise, in which the pupil, as far as he is able to work, should not be interrupted by what somebody else is doing. Instruction should give way to direction of self-endeavor. As a rule, the room should be characterized by quiet working order. As an adult person does not work to advantage when other exercise is appealing for attention, no more can a child of immature mind. The teacher, as the inspiring director, should be everywhere present, providing an abundance of work opportunity, and seeing that each one is led to arise over discouraging difficulty. At first, this may call for generous activity upon the part of the teacher; but when a given school is once taught how to work, it is interesting to note how much less is the demand upon the teacher. Success calls for abundant advance preparation of work, the giving of a few typical directions common to working places of all pupils, followed by the quiet direction of individual endeavor.

This is largely the laboratory method, applied to the conduct of all major work. It gives noble opportunity to the individual. As a rule, in lower schools the work of all pupils, at least of a given group, should be centralized upon the same subject. At first contact, there are a few typical exercises for all, built upon which is opportunity for indefinite individual extension. There is no assignment of work from the previous day. When the beginning of a given working hour arrives, the teacher gives any general direction demanded by nature of work then to be done. The manner of conducting work may vary with circumstances. Sometimes it may be entirely individual, sometimes by a flexible grouping changing from day to day, and occasionally by utilization of class methods for interchange of findings and general advantages; but there should be nothing to stand in the way of individual advancement.

The customary recitation plan is discarded for the following reasons: It is enormously expensive, and has been the one

thing that has crowded study to outside hours. It is full of passive exercise, and of indolent waiting; only the ones reciting, or at best a few, are getting full value for time. It is a noisy, distracting period to those engaged in other work. It unjustly holds back the bright pupil, and plunges the slow worker into premature difficulties. Doubtless, it has certain advantages, but these need not be lost under the plan proposed.

The individual method has its recitation, but for specific purposes, and of individual or group character. It also has its individual examination, but there is nothing in it to prevent general examination upon points common to all workers. However, in general, the purpose of an examination is for the pupil's benefit, and this is best conserved by individual exercise.

In everything a pupil should progress at speed best calculated to the healthy operation of his activities; but he should qualify upon each step as he goes. Nothing but satisfactory work should be accepted. His work once done should be well done, and give no opportunity for weak places in his educational structure. He should be thoroughly grounded as he goes, without future need of endless reviews and reduplication of work. When a pupil realizes he is not to be carried by the average of the class, that work presented must be absolutely his own work, and that he cannot pass on until he qualifies on each step, he stands on a basis of economy, meaning much for his educational career.

There is no total abandonment of class or general exercises. These may be utilized at the beginning of new studies and subjects; and, occasionally, for instruction relative to certain basis principles, the giving of general working directions, and the interchange of findings; also, to a greater extent, in certain exercises explained more fully further on.

It is desired the teacher should carry little work from the school to her home, but bring much to the school. Both can not be done. The usual after-work is dead work; advance work is full of life. In general, the time for correction of a pupil's work is when the teacher is at his side, with the pupil, pencil in hand, ready to achieve better result.

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#### IV. PROGRAMS.

Excepting in the high school, and in other instances of departmental work, it is desired there should be no mechanical program, excepting in hands of teachers of limited experience. Preferably, the periods of work should be longer, always observing this limitation; never to continue an exercise beyond the point of vigorous, interested attention. It is not necessary to cover the entire round of school work in any one day. The teacher should plan carefully to properly cover all subjects in a given week. The same succession of exercises is not recommended for different days. Sometimes life and interest can be carried into an otherwise dry and dead exercise by bringing it to a better part of the day.

Again, the work of the day should not be too fragmentary. Proper but natural correlation of studies will add interest to all, and, beyond that, will save much time. Teachers are encouraged to make studies and exercises contribute to each other. One of the problems of modern educational demand is that so many excellent subjects are appealing for attention. The program seems already full; how to provide for this greatly to be desired enrichment is the question. This has its complete answer in concentration and correlation of studies, by which one exercise may be utilized for several purposes. One of the best contributions to the educational literature of the day, is Col. Parker's "Concentration of Studies," just issued. Teachers should keep informed by educational supply companies concerning new books along this line.

With the opening of another school year, the superintendent will be pleased to confer with principals who feel that the personnel of teaching force, the size of buildings, and the general attendant conditions, will justify the carrying of departmental work into the grammar schools. While much is being done in other cities, it might be well for our schools, under certain favorable conditions, where there is no prospect of loss, to make experimental tests in two or three buildings.



## V. PROMOTION.

Much concerning promotions has already been intimated in the preceding directions. It is desired that the particular room of work should mean less to the pupil ; but the working place in the study, more. The annual and mid-year thought of promotions should give way to that of daily advancement. The assigned working-place is purely a matter of convenience. Side by side in the same class may be pupils representing greatly different accomplishments. The fact that one may do more advanced work than his mates, and that those remaining for a longer period in a given room are not repeating former work in all its stages, will soon overcome the objections often arising concerning promotions. With greater individual opportunity, it will be seen that the old difficulty pertaining to class-intervals has disappeared. The working plans of the school will gradually be so re-adjusted as to facilitate the easy passing of pupils from one working section to another. This change in working place, which is not to be specifically known as advancement or promotion, is to be based entirely on ability to do, recognizing the fact that certain matters of fundamental acquisition may constitute a part of qualifying ability. Provision for these fundamental elements, by anticipation, will be made in the re-adjustment of so-called grade-work, so there will be practically very little to limit the advancement of pupils. As a rule, it is well to have pupils continue longer with a given good teacher, (a strong argument for departmental teaching); and this will limit, to a certain extent and as far as number-conditions permit, over-frequent changes. For convenience, major re-adjustment will come at end of the year, but this is not to be understood as mechanical gradation. The pupil should feel that unlimited accomplishment, and consequently advancement, is his daily privilege. The individual plan is also rich in this, that there need be no non-promotion discouragement. In case a pupil does remain in the same room, he continues from where he left off. When this idea is once fully comprehended, it will hold to educational life many a pupil who otherwise would drop discouraged by the wayside.

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## VI. RECORD OF CREDITS.

As outlined in Manual Two, there is to be no mechanical markings upon scholarship work; but certainly there must be a perfect record of what the pupil has accomplished. The new form of report calls for a detailed description of work satisfactorily covered. On Friday of next week, the pupil should carry home his first semester's report. At the end of the school year, in addition to the second semester's report given the pupil, a duplicate of the same must be preserved for office file. If the pupil is to withdraw before the end of the year, or is changed in room, such report, with duplicate, should be then executed. The future office files are to contain a complete description of the work of every pupil, so expressed as to be a matter of satisfactory history.

## Specific Directions.

### I. GRADES.

It may seem that these directions pertain more to some grades than others ; such is not the case. The general principles underlying education are the same for all stages of development, from the kindergarten to the university. (See President Eliot's article on "Unity of Educational Reform" in *Educational Review*, October, 1894). True, there will be less need of adaptation and re-adjustment in some instances, because certain grades have already provided more than others for individual consideration. The kindergarten is founded upon the idea that "the individuality of the child is sacred." The primary grades should carry forward the kindergarten spirit, with perhaps a different application. Above all others, little children need individual attention, for only as they have it, is there opportunity to start aright. In intermediate and grammar schools, the plan is eminently practicable and full of enriching economy, but it needs careful adjustment of many elements, as will be further outlined. In the high school, because of the presence of departmental work and teachers of superior scholarship, there will be noble opportunity. The plan has in it much of the kindergarten, of the laboratory method, of the seminar, and of the true university. It has produced noble results in the superintendent's past work, and will be further developed for work here and elsewhere.

### II. DEPARTMENT WORK.

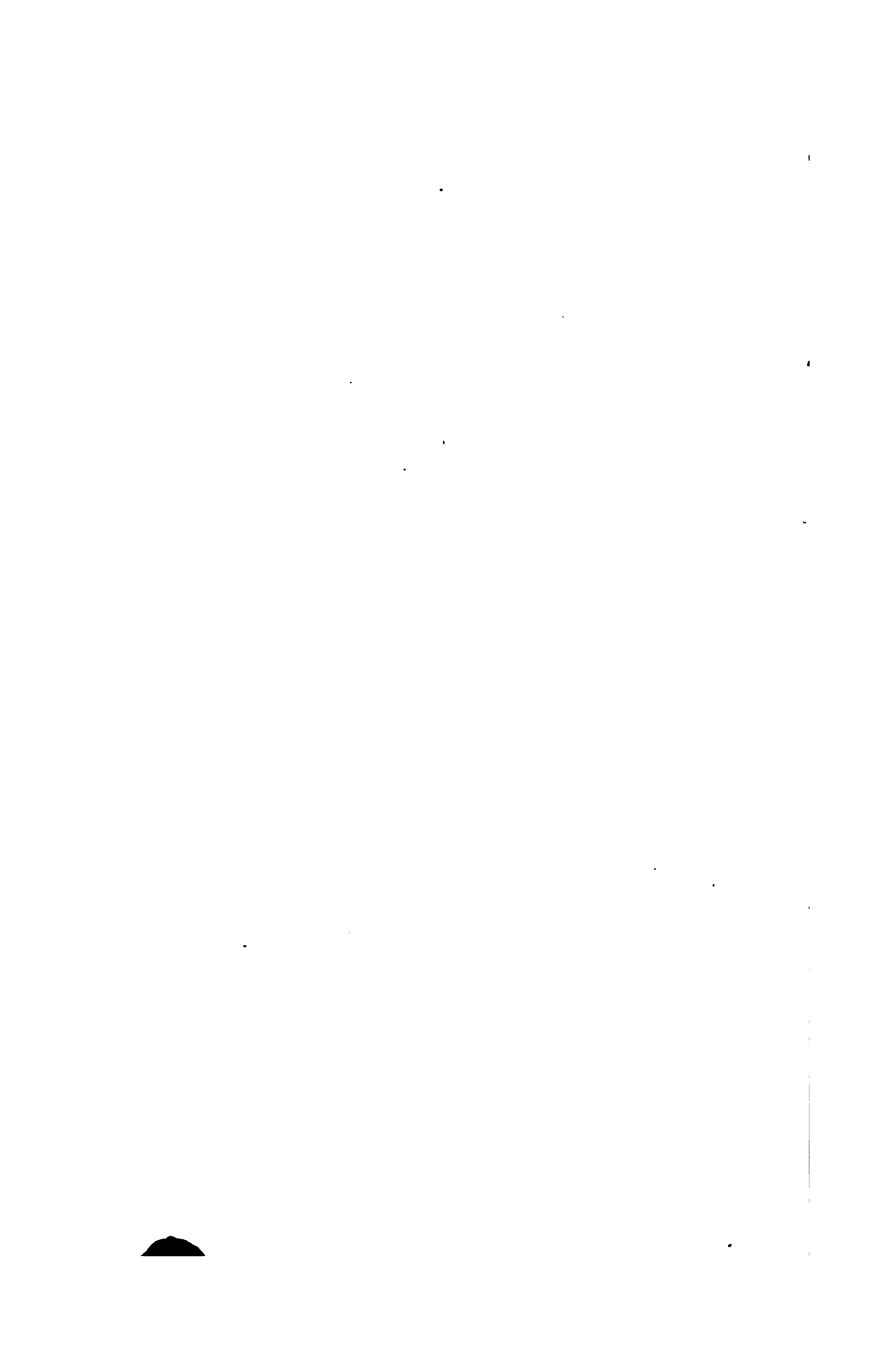
1. *The Purpose of Study.*—The primary object in education is "the generation of power," not mere mental acquisition. The study or method that best develops working ability is, therefore, the best educating medium.

2. *Science.*—In contributing opportunity, this is the richest of all studies. With the younger pupil, almost every exercise

	Senior Extension	A	B-9 (L)	B-9 (S)	B-9 (S)	B-9 (S)
9.00		ROOM	ROOM 21	ROOM 4	ROOM 9	ROOM 12
I 9.05 10.00	English, 20	English Physic		Algebra, 3	Physio. 35	
II 10.05 11.00		English Green	English, 9			Physio. 35
III 11.05 12.00		English Geology, 32		Physio. 35	English, 9	
IV 12.45 1.40		Trig	Algebra, 1			
V 1.45 2.40		Latin Chem		English, 9	Algebra, 3	Algebra, 3
VI 2.45 3.40	S Geom. 6	Eng. 1 Rcom. Ast. T	Latin, 31			English, 9

The class nomenclature not rooms.

Music, II and III periods @ Grades.



of the day may be built upon science. Through it the child comes in contact with nature, and grows through his living experiences. Abstraction and mechanical signs are relegated to their proper after consideration. The child must first deal with things, with processes, with life; the percept must precede the concept. When a child has been trained to observe, to investigate and to know, he is then ready for expression and interpretation; but to require mental action when there has been no comprehension, is a poor basis for intellectual growth.

The natural sciences are full of noble results when properly utilized; but it should be remembered, information cram can never be credited as science work. The minerals, the plant life, the animal world, are at the door of every school room. These appeal to the child's observation, to his several senses. His first ideas must proceed from exterior suggestions.

But more than these, chemistry presents exceedingly fruitful exercise for even the youngest children, because of visible growth. Certain simple processes, shown by simple experiments, introduce well the relation of cause and effect and lead to delightful language expression.

Physics also has its proper place in every room, but not in a technical way. Above all other persons, the child is anxious to know something of physical laws. When a child asks a question, and he should do so under encouragement, then is the time to lead him to personal result. It is an egregious mistake to think there is no value in physical science to a young child. For instance, when a child discovers a metal pin or needle will float on lighter water, he will never rest until he has deduced for himself a law, and this self-ascertained finding is worth all the book statement of the entire world.

From the happy results growing out of the child's knowledge of the natural, chemical and physical world, and by correlating also his findings from history, literature, mathematics and political science, the child becomes a capable student in geography. The moulding board has its proper place in the study of geography, and based upon recognition of form, position and creating condition, the world grows as the home of man.

These brief statements will indicate the place of science in the schools. Full working directions will be given in the coming Manual on Science (No. 7). In the meantime it is sufficient to say, nothing but personal investigation can constitute science work, and this cannot obtain without individual effort. The word Science involves the "I know", not "I am told."

3. *Mathematics.*—The legitimate outgrowth of science work should be elementary knowledge of numbers. If science with all it means is properly taught, there is no need of the early specific number exercise. A knowledge of numbers may long precede the necessity of verbal expression of number ideas. The child of four or five can accurately and rapidly play dominoes, without ability to count in words. Indeed there is much required expression that is premature and unnecessary; but this is not true of opportunity for incidental mathematical exercise. Some of these unconscious absorptions of numerical knowledge are worth far more than many of the required misconceptions of later work. For instance, the child of six, trained in the kindergarten, has a more reliable knowledge of geometric form and mathematical definition than the High school pupil, trained without such help, unless there has been direct contribution from drawing, manual training, science, or some field outside that generally classed as mathematical.

Arithmetic then, as a distinct study, belongs to schools beyond the early primary. It gives excellent opportunity to the teacher beginning the individual plan. However, there is the need of re-adjustment in the course of study. Because of this, there will be the immediate issue of advance sheets for Manual Eight, sufficient at least for general working purposes. As a rule, the work of various pupils should be confined to a given subject, for instance Interest; but there should be opportunity for indefinite individual enlargement. Sometimes pupils may be permitted to differentiate subjects by working sections, and in the closing grades of distinct arithmetical work there may be, at teacher's discretion, almost unlimited individualism even in subjects. One of the greatest barriers to successful individual work in arithmetic is the narrow opportunity afforded

by the environing text book. These schools will arise over this difficulty by the early issue of abundant supplementary work arranged by subjects and adapted to grades. For this purpose, the superintendent asks, from the various teachers, contributions of all problems from personal invention, or selection from any source, appropriate to their respective schools. These contributed problems will eventually constitute the arithmetic work of the schools, and, in being filed at the office, should be each on separate piece of paper and bear name of subject and contributor. This arithmetic work will be issued in convenient card form, with abundant problems on each card, and so generously that the entire school may have unlimited individual opportunity.

What has been said with reference to individualization and grouping in arithmetic, applies with equal force to the work in algebra, trigonometry, surveying, etc.; with the addition, that there is no real reason why pupils working in different branches might not work in the same room at the same time. As is the case with almost all studies in the beginning stages, there should be more or less class exercise until the pupils have been taught how to proceed. No difference how great the individualization, there will always be a sufficient number of pupils near enough together for certain occasional class work.

4. *Language.*—Science, mathematics, history and literature, present an intelligent basis for language work. Language, in its expression, must be spontaneous. It may be directed but should not be limited by detailed requirement. This provides for the individual. Language work is the opportunity for teaching written spelling. To a certain extent, it should be utilized for work in reading. Teachers of what have been known as the first four grades are requested to send to the office selected stories from the best work of the school, which will be published as supplementary reading, beginning with April. These stories should be the original work of the children and of the most natural character. Each school should not send more than two or three selections in any one month. A plan for other schools' author work will appear at same time.



How may reading be taught by the individual plan? In many ways, but above all by some plan that does not keep the majority of the class in passive waiting. Some teachers reach surprising results by taking one pupil at a time; others succeed by using small sections. The elocutionary part of the work generally calls for action of all pupils, and affords a certain degree of activity for all. Representative reading by apportioned stories, or divided parts, often holds the interested attention of all. Silent reading, with quick, comprehensive and immediate reproduction, is excellent. Indeed, there should be more of properly directed silent reading, for pupils must be taught how to gather the working data for other work. Arithmetic work often fails because pupils cannot intelligently read, and reading must be more than parrot reproduction. After all, one of the best ways to make a reader is to first make him a thinker.

These remarks on reading suggest much of method in teaching literature. Literature is a broad subject; and, hence, detailed working directions will be reserved for Manual Six.

In Latin or Greek, as is more or less the case with all studies, the pupils beginning at a given time should start as a working section with the class method; but, if a single pupil appears, he should begin upon day of entry. Very soon the natural difference in working abilities will separate the pupils in their work. There is no objection to this: indeed, it is to be encouraged. The teacher should pass from desk to desk, sitting with the student in the same seat, or should call the pupil to a special individual or group table. Unembarrassed by the attention of others, the student gives undivided attention to the teacher's statement, with no attempt to disguise or cover up weakness, and thus is in spirit to personally appropriate every word of criticism from the teacher. On the other hand, the teacher says just what is necessary for that particular case, without attempt at a scattering direction of general value to a dozen or more others. Particularly in Cæsar, Cicero, Virgil, and higher Latin, as well as in Greek, soon the workers will scatter all along the text. Possibly the same working section may have present, at the same time, pupils in the several

books. There is no inconvenience from this. The grammar drill can be effected individually, or by exercises common in interest to all, or by flexible groupings. No difference how great the individualization in a given room, there will always be opportunity for natural grouping. Not only should the student work individually, but recite and be examined individually. Every step of the work should be his own, and be satisfactory. He should qualify upon every section and every line, and not, as in the class method, upon apportioned parts, which the student soon knows how to anticipate in advance. It will be seen this removes : the temptation to use translation helps, the possible substitution of endeavor by which one pupil carries several others, and many other subterfuges incidental to most class work. With reference to skill in spoken Latin and Greek, the individual method presents just as much opportunity as any other. If a given teacher finds difficulty in this respect, there is nothing to debar class drill upon specially assigned parts. Here, as in other branches, the individual method is to be used intelligently ; that is, not as a thing of itself and for itself, but for whatever it can present of higher opportunity and value. A glance at the high school program will indicate that Latin has, in general, two hours per day in the working program. Two hours per day, with properly directed self-endeavor, and with no general consumption of time by the teacher, will cover the usual High School course in Latin in much less than the usual time. This has been done with little more than one hour per day. This may not be true with certain slow pupils ; but by the individual plan these pupils get something, while by the usual method they get little. The value of work in any study is determined, not by quantity, but by how much is done well. However, the results are much greater in quantity ; particularly after the worker has been trained how to proceed.

The modern languages are something different from the so-called classics. The natural method already obtains in many schools and does not call for extended preparation of lessons. While much individual work can and should be done, there must also be provision for frequent group work to carry the conversational exercises.

5. *History*.—History, as well as literature, should be taught with the library as the laboratory. At least, there must be many texts and opportunities for true historical research. The work should be conducted by subjects, with abundant direction as to sources of helps. This method of procedure gives opportunity for indefinite enlargement in individual study. A student so habituated to historical investigation, will never lose his interest in historical study. The habit has become a part of himself.

6. *Book-keeping and Type-writing* can never be taught well, or with economy of time, by any other method. School banking certainly is purely individual.

7. *Political Economy*, as taught in high schools, calls for much discussion, which the working hour permits.

8. *Sloyd and Drawing* are essentially studies of individual conservation, but there is no reason other studies should not be as much so. During the past few years Manual Training and Domestic Economy have been forcing, by suggestions, the consideration of individual methods.

9. *In Music* the province is entirely different. There must be general exercises, because much of music is harmony, which is dependent upon participation. However, there are certain pupils in every school who will not succeed in music without a certain amount of individual help, and for this there should be some plan in the mind of every teacher.

10. *Physical Culture* will never attain its full possibilities unless there can be individual consideration. Much of class drill is forced upon the work by the nature of circumstances, and to certain extent it has value; but such class work can never rank as scientific teaching of very high order. There must be more of the gymnasium in our schools, and no doubt a little time will bring this greatly-to-be-desired appointment.

11. There is another class of work which belongs to the preparation of a child in life. Physiology, instruction in scientific temperance, civics and certain other studies have their high value; but they are largely information studies, and must be treated in a different way. This justifies the instruction method, by which the teacher imparts information to

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the school ; but the purpose of such studies is not mental discipline to the same extent as in other departments. However, these subjects have their important place in the school, and should be made thoroughly effective.

## The Pupil's Place in the Plan.

The pupil's place is that of an individual. He is received as an individual, works as an individual and advances as an individual. No one else can do his work ; and, be his work little or great, it must be thorough and basic before he can leave one step for another, He will not be held back in his progress because others have less ability ; he will not be hurried into premature difficulties because of class demand. To him there will be no non-promotion discouragement, because there is no non-promotion : there will be no transition difficulty, because there is no class interval. There will be a convenient working place for every worker. Somewhere in the school system his wants will be perfectly met. It is proposed to fit the school to the pupil, and not the pupil to the school.

In order that the plan may be thoroughly understood, let us follow the case of a representative pupil in an intermediate school. This pupil comes to school in the morning, fresh and vigorous for the work of the day. He has had his abundant recreation, his night of rest, and time for unhurried meals. There has been no worry over work, nor other nervous strain. He needs no spectacles, for his eyes have been normally used ; and, in consequence, he suffers little from headache. He is qualified for a successful day's work, because of the vigor and health brought to it. The program of exercises is arranged by the teacher. The entire school may be working on the same subject. Collectively, they cover the same typical, basic exercises ; but, built upon this, is the opportunity for extension and enlargement. The program is a flexible one, conserving one great cardinal principle, the continuous operation of healthy activity. The school time is the pupil's time for the performance of work, during which he has the teacher's constant presence and careful direction. The period assigned to a given study is all used by the pupil in continuous advance

work. There is no double consumption of time by the usual recitation which spends major time in "saying over" that which has been prepared. If the pupil has working ability above his fellows, he can have full opportunity for proportionate execution. If change of room is deemed advisable (he can have promotion without this), he has had by anticipation the basic elements of the higher work, and can pass to such new working place without the necessity of doing impossible work,—the carrying the work of his former class, and the covering of a semester's work between the two classes. He is not unduly pressed on sick days, and when convalescent, has no back work to make up. To him school life has a new meaning, because it is full of the conscious recognition that each day brings promotion. He sees, not a mechanical demand for twelve years in order to complete the course, but simply opportunity to express the best that is within him.

If the student is in the high school, he brings with the morning the same vigor, unencumbered by exhausting mortgage because of late hours of study the night before. There is no sight of a group of pupils at the corner or on the steps, with one reading the Latin lesson to those who have been less faithful; or of one copying the examples in algebra from another's note book. There is no "blue Monday," because Saturday was too far off for ambitious study; and there has been, perchance, no necessity for study on Sunday. The program, because of work by departments, cannot be flexible; but there is individual adaptation. Each study has its one hour per day, and some studies two hours. The grouping of the rooms is by departments and, with the several sections in operation, there is opportunity for abundant adjustment. All books and materials have been left in their departmental places, and during time assigned to one study, the student is not anticipating demands of the succeeding. The movements from room to room are at uniform time, and during each period of work the individual student, under direction, accomplishes all he can. The succession of the studies, with the present time given each, can be seen by glancing at the high school program, printed in this Manual. When the close of the day's

session comes, the thought of school work and its care are left in the school room, and the worker goes forth to gain new strength by complete change of responsibilities.

There is this inevitable result of individual work under favorable circumstances: students cover the course of study in less than the usual time. When the high school requisites have been satisfied, which may be on any day of the year, the pupil may spend the time in perfection of certain details, or in extension work for which there will be abundant opportunity, or may claim certificate that diploma is merited. At the end of the year will come the usual graduating exercises, full of honor to those who have qualified during the year, with special credits for all work accomplished beyond requirement for graduation.

Upon first acquaintance with this plan of work, some pupils will feel the absence of old-time definite requirements, and may experience a sensation of being lost; but it is because they have not been trained to independent self-reliant work. A little time, with its attendant adjustment to new working conditions, will bring the realization of the higher opportunity and principles involved. At any rate, this is the same sensation of loss which the mechanically trained student experiences when he reaches after life; but which the true worker should meet in his school days of preparation.

#### THE TEACHER.

This plan of work asks of the teacher more general qualification by higher education, and less evening specific preparation for each mechanical step. As it relieves the pupil from heavy outside demand, so also will it make the work lighter for the qualified teacher. There will be the need of adjustment and accommodation, without which the plan cannot succeed. On Monday, February 11th, the work will begin general operation in the high school. Here the relations of departmental work require it should be general. In schools below the high school, teachers are asked to utilize the full plan, as far as individually able to carry the work on. It is not expected there will be equal results in all schools, for the

conditions are not equally favorable for good work under any plan ; but there will be earnest appreciation of earnest endeavor. Upon return from the East, the Superintendent expects to spend almost entire time in the school rooms.

In this manual the attempt has been made to impart the general spirit of the plan. There has been the careful avoidance of over-detailed specification in particular application, because of desire to leave abundant room for the individuality of the teachers. Teachers interested in particular departments of the work will find much of suggestion in the entire plan. All the suggestions presented are one. From the good words already spoken, there is the earnest expectation of general help in development and enrichment all along the line. The work means much to our pupils and to schools dependant upon those of Los Angeles for leadership.

#### RESULTS.

With the generous co-operation already assured from the teachers of the Los Angeles schools, there is every expectation of noble results to the boys and girls of today, who are to be the men and women of to-morrow. There will be economy of time ; this means longer life. There will be better physical health ; this is intellectual and moral opportunity. There will be better habits of thought ; this makes the thinker. There will be better motive in work ; this builds character. Added to these happy results, will be an atmosphere of true spirit and delight, a nobility in our work, that will make the school room a good place in which to be.

These results will not all obtain in a day. There must be adjustment to relations, the enlargement and development of plans, and all the many provisions that go to establish a work in its unity and spirit.

The work is now at its beginning. The issue of this manual will be followed by others of helpful suggestion, and in time, by specially prepared tablets of work which will take the place of much text-book requirement now in the schools.

P. W. SEARCH,  
Superintendent.



## Exposition by a Prominent Educator.

BY PROF. J. B. MCCLESNEY.

For 28 years Principal of the Oakland High School.

A paper read at the Educational Congress, held in San Francisco, May, 1894 :

"The so-called Pueblo system is, thus far, but an experiment made in Pueblo, Col., by Superintendent P. W. Search, for the purpose of ascertaining whether a plan of individual teaching cannot be substituted, wholly, or in part, for teaching by classes, the plan now generally practiced in our schools. It is a plan whereby the teacher considers his pupils as separate individuals, and not as a class, personal attention being given to each one.

"What is meant by the individual plan? Simply this, that the school be so organized and the exercises be so conducted that each pupil shall have the full benefit of his own brain power, and not be hurried along so rapidly that he does not understand what he is attempting to do, nor be compelled to loiter by the way because some of his classmates are slower of comprehension than he is, or do not choose to exert themselves as faithfully. It means that each pupil shall be considered as possessing a distinct personality, and be treated accordingly. It means that every pupil shall early learn what it is to study, and how to study, and thus become independent in thought and self-reliant in action. It means that the fact that some pupils are limited as to the time they can attend school, and so are desirous of getting the most possible in that time, shall be fully recognized by school authorities, and that every possible opportunity be accorded them, so that they shall realize, as the weeks go by, that their time is well spent. It means that the slow, faithful, plodding pupils, those who, in after years, become the substantial citizens, the trusted advisers, the strong pillars of the state, shall not be hurried along so rapidly that they obtain but confused ideas, and so finally discouraged, simply because their classmates more readily discern, and be-

come impatient of their plodding ways. It means that the teacher shall become personally acquainted with each member of his class, shall know somewhat of his particular mental characteristics, shall be able to look at the subject under consideration from his point of view, and shall think of each boy and each girl as a distinct person, and not think of them all as an impersonal class. It means, in short, a recognition of the truth that as no two minds are constituted exactly the same, so their development must, necessarily, be along different lines.

"The desirable results that I have enumerated certainly have not been secured by the class system. The class plan fosters the thought that the object of study is to make a recitation. In a class of forty, the average number in a secondary school, it is impossible to call up each pupil every day, and because of this, it very naturally happens that sometimes a pupil will not prepare the lesson, or do so indifferently, in the hope that he will not be called upon. As a result, the recitation comes to be looked upon as the object and end of the study, mental improvement and the acquisition of knowledge becoming secondary considerations. In the individual plan this condition of things cannot occur. Since every pupil reads to his teacher all of his Latin, Greek, or German, as the case may be, recites all the propositions in geometry, does all the examples and problems in algebra, and performs all the experiments in chemistry and physics, he sees at once that an imperative condition for getting on is to do all the prescribed work by himself and for himself. Consequently, he soon learns to give no thought to what A, B, and C are doing, his whole attention is given to his own work, and to how he can best get on.

"Is it possible to adopt the individual plan and still retain the best features of the class plan? This is an important question, and should be carefully considered. There are many class exercises which are too valuable to be omitted, particularly those which have a bearing upon the economy of time. Although my experience in the use of the individual method is limited, still I am quite confident this union can be effected. Upon taking up a new subject, there is a certain amount of

preliminary work which can be taken up profitably by the class as a whole. In algebra, for instance, there are explanations regarding the definition of new terms, general directions as to what the pupil is expected to do, and an exposition of general principles, which can well be taken up as general class work. After the methods of study are well mastered and the necessity for the careful demonstration of all new principles has been thoroughly inculcated, the class may be turned loose and each pupil be permitted to choose his own gait. The same remarks may be applied to the languages and the sciences, only with such modifications as the particular subject may demand, and which the wise teacher will readily adopt. In the languages all drill work necessary to a mastery of the pronunciation and the fundamental elements of the grammar can be prosecuted on the class plan; when, however, the pupils commence reading, the individual plan can be adopted. It may be found advisable to have class reading, even by the advanced pupils, in the languages, how frequently, the teacher must determine.

"In order to carry out the individual plan successfully, it is absolutely necessary that the teacher be thoroughly qualified for his position. He must be fertile in resources, ready for any emergency, abounding in tact, and possessed of an abundant supply of that valuable quality known as common sense. The teacher who is deep down in a rut will not do, neither will those who knew it all years ago, and have learned nothing since. The teacher who thinks more of Saturday than of Monday, who considers every holiday as so much gain, and who has little real, abiding interest in the advancement of his pupils, who looks upon teaching as a necessary drudgery, and longs for the day when he shall bid adieu forever to the school-room, and those who are not deeply impressed with the moral significance which is necessarily attached to the position of a teacher will find the individual plan a burden and a snare; and should they, in a moment of mistaken enthusiasm, be tempted to introduce this method in their teaching, but few days would pass before they would long for the fleshpots of Egypt. All this, it will be observed, is not an argument

### *Working Directions.*

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against individual teaching, but against poor teachers. Possibly, the introduction occasionally of radical innovations would serve a valuable purpose, if they did nothing more than to cause some teachers to realize that they had mistaken their vocation.

"In order that the best results be secured from the use of the individual plan, it is necessary that the recitation period (high school) be lengthened to a full hour, or even more. The recitation period is devoted to both recitation and study. While the teacher is occupied with one, all the others in the room are engaged upon their special lessons. No one is compelled to be idle while the teacher is occupied with another, hence there is no lost time. By the class method, as every teacher knows, the recitation period is, substantially, so much loss time to a majority of the members of the class. In one sense, the individual plan is the adoption of the laboratory method as now used in the study of the sciences to the study of the languages, mathematics, etc. It is claimed that it is as much an improvement in the prosecution of these studies as the laboratory method in science is over the book plan. In both cases the pupil works under the direction of the teacher — an important consideration. There is thus secured systematic effort, while desultory study, the bane of too many would-be students, is prevented. It gives good intellectual fibre, and develops self-confidence and self-reliance, and thus the pupil acquires a real study habit. This leads to independent thought, without which all school work is valueless.

"When a man wishes to gain physical strength, he puts himself in training, not to be able to perform certain exercises, but to gain power. The school should be the gymnasium where the student's one particular aim is, not to make a recitation, but to secure a mental growth, mental vigor, mental power. All this is best gained when the entire effort of the pupil is concentrated on the mastery of a subject by and for himself, and is related to the teacher, not as a member of the class, but as an individual."



## Manuals to be Issued.

**1895.**

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1. Report of Condition with Recommendations, January 7.
  1. Motives, February 1.
  3. Working Directions, February 11.
  4. Health, April 1.
  5. Music, March 1.
  6. Literary Culture, April 15.
  7. Science, September 1.
  8. Mathematics, February 11 and September 1.
  9. Language, September 1.
  10. Kindergartens.
  11. Industrial Training.
  12. Mental Evaluation.
- And others.

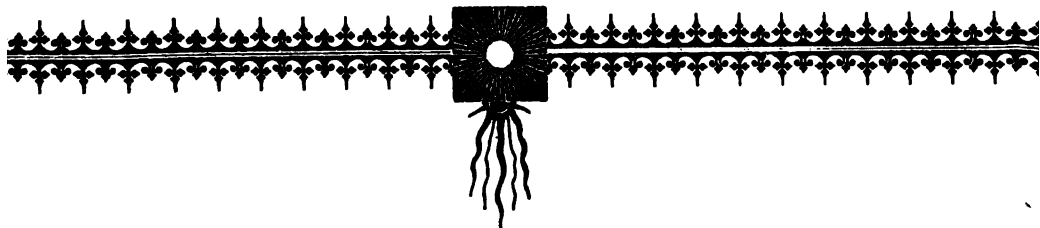


**MANUAL THREE**

DEPARTMENT OF EDUCATION  
LELAND STANFORD JUNIOR UNIVERSITY



**Los Angeles  
City  
Schools**



**WORKING DIRECTIONS**

**FEBRUARY, 1895**





COMMERCIAL PRINTING HOUSE

HIGH SCHOOL

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*Compliments of*

*J. A. Foskay,*

*Supt. of Schools.*

RT

*Please exchange.*

# Board of Education

AND

CITY SUPERINTENDENT OF SCHOOLS

WITH

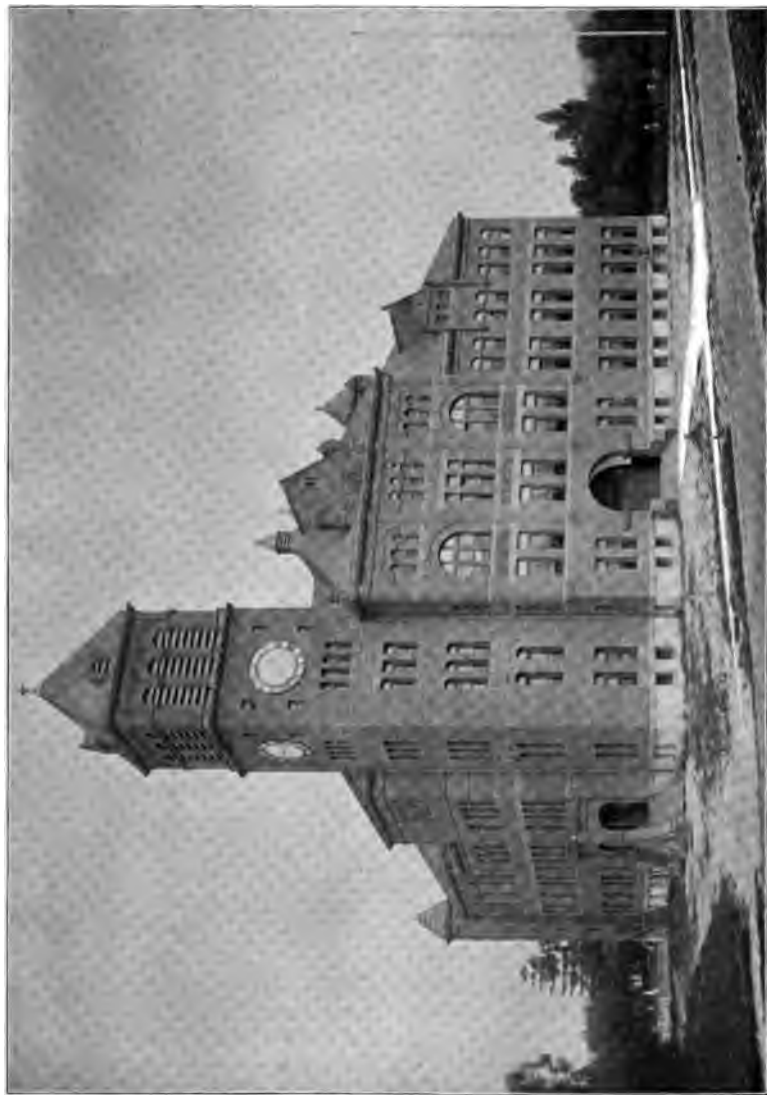
RULES AND REGULATIONS AND COURSE OF STUDY OF THE  
PUBLIC SCHOOLS OF THE CITY OF  
LOS ANGELES



1894--1895



Los Angeles, Cal.  
COMMERCIAL PRINTING HOUSE  
m.dccc.xc.v



COMMERCIAL PRINTING HOUSE

HIGH SCHOOL

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ANNUAL REPORT

OF THE

Board of Education

AND

CITY SUPERINTENDENT OF SCHOOLS

WITH

RULES AND REGULATIONS AND COURSE OF STUDY OF THE  
PUBLIC SCHOOLS OF THE CITY OF  
LOS ANGELES



1894--1895



Los Angeles, Cal.  
COMMERCIAL PRINTING HOUSE  
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*To the Board of Education, Los Angeles, Cal.:*

GENTLEMEN—Herewith I submit this, my first annual report, as required by law.

Financially, the department was found, on January 1st last, in very bad condition, but through careful hoarding of the resources and only putting money into necessities the large deficit is being gradually reduced, and if present methods are continued you can look forward to a balance on hand when your term of office expires.

The mode of handling accounts of the department has been much improved in the last year, but the accounts should be treated like and made to conform to the system used by large corporations, and with the consent of your Committee on Finance this will be done at an early date, after which the work of this office can be done much more satisfactorily and information regarding expenses and receipts much more easily obtained.

Very respectfully,

C. P. DANDY,  
Secretary of the Board of Education.

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# City Board of Education

(OFFICE: CITY HALL)

LOS ANGELES, CALIFORNIA.

- I.—W. A. KENNEDY, . . . 151 N. Los Angeles St.  
II.—WM. LEMOYNE WILLS, . . . 127 W. First St.  
III.—WILLIAM M. GARLAND, . . . 207 S. Broadway  
IV.—J. S. PITMAN, . . . 1217 Trenton St.  
V.—ROBERT HALE, . . . 2323 S. Grand Ave.  
VI.—THOMAS BASSETT, . . . 258 E. Adams St.  
VII.—E. L. GRUBB, . . Cor. Fourth and Los Angeles Sts.  
VIII.—S. E. FULTON, . . . 725½ E. First St.  
IX.—G. W. SIMONTON, . . . 573 Boyle Ave.

Finance—SIMONTON, WILLS, GRUBB.  
Building—KENNEDY, SIMONTON, BASSETT.  
Educational Supplies and Printing—GRUBB, GARLAND, FULTON.  
Teachers and Schools—PITMAN, BASSETT, SIMONTON.  
Insurance—GARLAND, KENNEDY, BASSETT.  
Rules and Regulations—BASSETT, WILLS, PITMAN.  
Visiting and Janitors—KENNEDY, FULTON, GRUBB.  
High School, Library and Course of Study—WILLS, PITMAN, FULTON.  
Industrial Education and Kindergartens—FULTON, PITMAN, GARLAND.  
Health—WILLS, FOSHAY, STEDDOM.  
Furniture, Repairs, Fuel and Building Supplies—GRUBB, GARLAND, SIMONTON.

Regular meetings of the Board are held in the Council Chamber, City Hall, on the second and fourth Mondays of each calendar month, at 7:30 P. M.

Teachers' Committee will meet at 3 P. M. in Superintendent's office, Room 25, City Hall, on Saturday preceding regular meeting of the Board.

Finance Committee will meet in Secretary's office at 2 P. M. on Saturdays preceding regular meeting of the Board. All claims not in then will be laid over until the next meeting.

J. A. FOSHAY, Supt.

C. L. ENNIS, Dept. Supt.

The City Superintendents of Schools have been:

DR. W. T. LUCKY	1873 to 1876
C. H. KIMBALL	1876 to 1880
MRS. C. B. JONES	1880 to 1881
J. M. GUINN	1881 to 1883
L. D. SMITH	1883 to 1885
W. M. FREISNER	1885 to 1893
LE ROY D. BROWN	1893 to 1894
P. W. SEARCH	1894 to 1895
J. A. FOSHAY	1895 to

# FINANCIAL REPORT

of the Secretary of

## THE BOARD OF EDUCATION

OF LOS ANGELES, CAL.

===== 1894-95 =====

### RECEIPTS.

July.....	1894	\$ 50,635.60
August.....	1894	2,179.95
September.....	1894	3,530.65
October.....	1894	18,551.98
November.....	1894	11,433.03
December.....	1894	7,379.45
January.....	1895	147,014.80
February.....	1895	5,626.64
March.....	1895	4,226.28
April.....	1895	5,639.99
May.....	1895	50,962.94
June.....	1895	47,550.50
Total.....		<u>\$354,731.81</u>

### SOURCES OF REVENUE.

From State Fund.....	\$171,733.50
From County Fund.....	97,030.00
From County Fund Library.....	750.00
From Common School Fund.....	85,218.31
Total .....	<u>\$354,731.81</u>

**EXPENSES.**

July .....	1894	\$ 5,902.78
August .....	1894	3,988.18
September .....	1894	9,370.52
October .....	1894	29,713.88
November.....	1894	60,473 01
December.....	1894	23,839.52
January.....	1895	8,532.19
February.....	1895	33,644.97
March.....	1895	26,402.07
April.....	1895	27,463.70
May.....	1895	29,038.82
June.....	1895	24,907.84
Total.....		\$283,277.48
Receipts.....		354,731.81
Expenses.....	\$283,277.48	
Overdraft, June 20, 1895.....	41,296.81	324,574.29
Balance on hand June 30, 1895.....		\$30,157.52

Statement of June 30, 1894, does not show the fourth apportionment of State Funds, amounting to \$47,643.50, which amount would have left a balance on hand June 30, 1894, of \$6,346.69, instead of a deficit, as shown in statement for last year.

**DISBURSEMENTS.**

Teachers' Salaries.....	\$181,448.06
High School Teachers' Salaries.....	22,402.50
Janitors.....	14,715.25
Office Salaries.....	5,483.02
Stationery.....	6,620.26
Repairs.....	2,656.14
Labor.....	4,897.43
Hardware.....	1,631.04
Coal.....	2,552.77
Lumber.....	1,623.15
Printing.....	1,072.45
Chemicals.....	583.78
Gas.....	210.40
Indigent Supplies.....	380.70
Kindergarten Supplies.....	2,190.81
Towels.....	99.75
Walks.....	623.21



Plumbing .....	7,309.85
Street Improvements and Sewers.....	2,262.87
Furniture .....	2,365.63
Buildings and Sites.....	15,017.77
Library Books.....	682.89
Taking Census.....	743.70
Apparatus.....	443.70
Supt. Janitors and Assistant.....	2,280.00
Institute .....	396.50
Fruitland District Tuition.....	190.00
Insurance .....	1,623.85
Rent .....	650.00
Telephones .....	120.00
<hr/>	
Total .....	\$283,277.48

### INSURANCE.

The item of Insurance is misleading as to expense, as the Board cancelled all policies in April, and had them re-written for three years for the sum of \$1100, and the return premiums, after paying re-insurance, left a balance of \$371.97, making in reality a saving of about \$4,300 for the Department.

### BONDED INDEBTEDNESS.

In 1890 bonds to the amount of \$200,000 were voted, issued and sold for the purpose of building the High School and the purchase of sites and erection of other school houses.

The \$200,000 bonds bear 5 per cent. interest, and are of the 20-year series. There are still \$151,000 of them standing out; but another \$10,000 will be paid in October, 1895.

In July, 1895, bonds for \$306,000 were issued for the purchase of sites and the building of 126 new rooms. These bonds bear 4½ per cent. interest, and are of the 40-year series.

## SCHOOL STATISTICS.

Total amount paid Kindergarten Teachers per month.....	\$ 2,380.00
" " " High School " " " .....	2,370.00
" " " Primary and Grammar Grade Teachers per month.....	18,285.00
Total amount paid Janitors per month.....	1,310.00
Average annual salary of Janitors, 1 room buildings.....	95.00
" " " " " 2 " " .....	142.50
" " " " " 4 " " .....	237.50
" " " " " 5 " " .....	285.00
" " " " " 8 " " .....	427.50
" " " " " 9 " " .....	475.00
" " " " " 12 " " .....	712.50
" " " " " High School.....	1,187.50
Cost per room for Janitor's services.....	67.50
Average annual salary paid Principals of 2 room buildings	720.00
" " " " " 4 " " .....	900.00
" " " " " 8 " " .....	1,080.00
" " " " " 12 " " .....	1,350.00
Annual salary Principal of High School.....	2,250
Average annual salary paid Heads of Departments in High School.....	1,575.00
Average annual salary paid Teachers in High School.....	990.00
Average annual salary paid special Teachers in High School	630.00
Average annual salary paid Primary and Grammar Grade Teachers, including Principals.....	741.29
Average annual salary paid Special Teachers.....	885.00
Minimum Salary paid Primary and Grammar Grade Teach- ers per month.....	70.00
Minimum salary paid Principals in Primary and Grammar Grade Department per month.....	80.00
Minimum salary paid Teachers in High School, per month..	110.00
Maximum salary paid Teachers in High School.....	175.00
" " " Principals in Primary and Grammar Grade Department, per month.....	150.00
Maximum salary paid Teachers in Primary and Grammar Grade Department, per month.....	77.50
School population between 5 and 17 years of age, 1895.....	16,956
Number of pupils enrolled during 1894-95.....	14,020
Average daily attendance " " " .....	10,227
Total amount paid for Teachers' salaries in Kindergarten, Primary and Grammar Grade Department, 1894-5..	181,448.06
Total amount paid for High School Teachers' salaries, 1894-5,	21,330.00
Amount paid for salary of Superintendent and Deputy.....	5,100.00

**SCHEDULE OF SALARIES.**

For the year commencing July 1st, 1895, and ending June 30th, 1896.

City Superintendent of Schools.....	\$250.00
Deputy Superintendent of Schools.....	175.00
Secretary Board of Education.....	100.00
Principal of the High School.....	200.00
Vice-Principal of the High School.....	140.00
Principal of Mathematical Department in High School.....	140.00
"    "    Natural Science    "    "    "    "    .....	140.00
"    "    Classical    "    "    "    "    .....	140.00
All other regular Teachers in the High School.....	100.00
Principal of the Spring Street School.....	140.00
Primary and Grammar Grade teaching half-day schools.....	70.00
Primary and Grammar Grade teaching all of each school day...	77.50
Principals of eight room buildings.....	100.00
"    "    four    "    "    .....	120.00
"    "    two    "    "    .....	85.00
Kindergarten Directors.....	60.00
Kindergarten Assistants.....	40.00

**SPECIAL TEACHERS.**

Principal of Calisthenics.....	120.00
Principal of Drawing.....	130.00
Teacher of Spanish in High School.....	70.00
"    "    German    "    "    .....	70.00
"    "    French    "    "    .....	70.00
Principal of Night School.....	50.00

**JANITORS.**

Superintendent of Buildings and feed of one horse.....	110.00
Deputy "    "    "    "    "    "    "    .....	90.00
Janitor of High School.....	110.00
"    "    Spring Street School.....	75.00
"    "    nine room buildings.....	50.00
"    "    eight    "    "    .....	45.00
"    "    four    "    "    .....	25.00
"    "    five    "    "    .....	30.00
"    "    two    "    "    .....	15.00
"    "    one    "    "    .....	10.00

**AVERAGE SALARIES.**

YEAR.	Monthly Salary of Teachers.	Monthly Salary Paid Male Teachers.	Monthly Salary Paid Female Teachers.	Monthly Salary Paid High School Teachers, Male.	Monthly Salary Paid High School Teachers, Female.
1884	4,260 00	105 71	81 63		
1885	6,280 62	108 33	82 66		
1886	6,830 00	102 00	85 50		
1887	7,565 00	105 00	85 00		
1888	10,560 00	106 11	82 80		
1889	13,820 00	103 00	90 71		
1890	14,769 00	100 00	91 75		
1891	16,825 00	97 27	92 67		
1892	16,570 00	86 00	80 45		
1893	17,275 00	93 65	74 65	103 33	110 00
1894	18,317 90	85 38	77 09	132 50	120 00
1895	18,285 00	105 00	64 13	131 13	109 00

**CORPS OF TEACHERS, 1894-95.**

Number of Female Teachers employed.....	251
Number of Male Teachers employed.....	39
Total number of Teachers employed.....	290
Number of Male Teachers in High School.....	9
Number of Female Teachers in High School.....	10
Number of Female Principals in Primary and Grammar Grade Department.....	26
Number of male Principals in Primary and Grammar Grade Department.....	10
Number of Female Teachers in Primary and Grammar Grade Department.....	175
Number of Male Teachers in Primary and Grammar Grade Department.....	5
Number of Kindergarten Directors.....	21
Number of Kindergarten Assistants.....	28
Number of Kindergarten Supervisors.....	1
Number of Drawing Teachers.....	2
Number of Calisthenic Teachers.....	1
Number of Music Teachers.....	1
Number of Writing Teachers.....	1
Number of Half-day Teachers.....	34
Number of Half-day Schools.....	34
Number of Night School Teachers.....	2
Number of Months taught in Primary and Grammar Grade Department.....	9

Number of Months taught in High School.....	9
Number of Days taught in Primary and Grammar Grade Department.....	170
Number of Days taught in High School.....	170

The following teachers have served the City ten or more years: Miss Eliza Bengough, Mrs. C. P. Bradfield, Miss Florence A. Dunham, Miss Nettie L. Getchell, Elizabeth J. Gibson, Lizzie F. Keller, Maria Murdock Mrs. N. F. W. Pond, Sarah C. Reese and Mrs. M. A. P. Smith.

The longest service has been rendered by Mrs. C. G. DuBois, who has served in this City 23 years.

### STATEMENT OF SCHOOL CENSUS

	Number of White children between five and 17 years of age.	Number of Negro children.	Number of Indian children.	Number of Chinese Children	Total number of Census children between 5 and 17 years of age.	Number of children under 5 years of age.	Number of children between 5 and 17 years of age who have attended public schools at any time during the school year.	Number of children between 5 and 17 years of age who have attended only private schools at any time during the school year.	Number of children between 5 and 17 years of age who have not attended school at any time during the school year.
1884	5,070	21			5,091	2369	2976	611	1594
1885	5,544	33	2		5,584	2573	3417	762	1495
1886	5,990	50			6,040	2731	3877	747	1416
1887	7,384	62			7,457	3492	4874	934	1649
1888	10,360	261	3		10,692	3372	5100	1050	4573
1889	10,591	186	1		10,786	5061	7101	1529	2156
1890	10,605	244	1		10,867	4856	7266	1436	2165
1891	10,843	219	3		11,084	4907	8115	1197	1772
1892	11,605	204	2		11,830	5036	9409	818	1603
1893	12,813	252			13,089	5356	10336	897	1856
1894	14,334	330			14,743	5980	11690	1073	1980
1895	16,616	300	1	39	16,956	6435	14202	990	1764

**NUMBER OF CENSUS CHILDREN.**

Total number of Census Children.....	1885	5,584
Total number of Census Children.....	1884	5,091
Increase.....		493
Total number of Census Children.....	1886	6,040
Total number of Census Children.....	1885	5,584
Increase.....		456
Total number of Census Children.....	1887	7,457
Total number of Census children.....	1886	6,040
Increase.....		1,417
Total number of Census Children.....	1888	10,692
Total number of Census Children.....	1887	7,457
Increase.....		3,235
Total number of Census Children.....	1889	10,786
Total number of Census Children.....	1888	10,692
Increase.....		94
Total number of Census Children.....	1890	10,867
Total number of Census Children.....	1889	10,786
Increase.....		81
Total number of Census Children.....	1891	11,084
Total number of Census Children.....	1890	10,867
Increase.....		217
Total number of Census Children.....	1892	11,830
Total number of Census Children.....	1891	11,084
Increase.....		746
Total number of Census Children.....	1893	13,089
Total number of Census Children.....	1892	11,830
Increase.....		1,259
Total number of Census Children.....	1894	14,743
Total number of Census Children.....	1893	13,089
Increase.....		1,654
Total number of Census Children.....	1895	16,956
Total number of Census Children.....	1894	14,743
Increase.....		2,213

Number of Months taught in High School.....	9
Number of Days taught in Primary and Grammar Grade Department.....	170
Number of Days taught in High School.....	170

The following teachers have served the City ten or more years: Miss Eliza Bengough, Mrs. C. P. Bradfield, Miss Florence A. Dunham, Miss Nettie L. Getchell, Elizabeth J. Gibson, Lizzie F. Keller, Maria Murdock Mrs. N. F. W. Pond, Sarah C. Reese and Mrs. M. A. P. Smith.

The longest service has been rendered by Mrs. C. G. DuBois, who has served in this City 23 years.

### STATEMENT OF SCHOOL CENSUS

	Number of white children between five and 17 years of age.	Number of Negro children.	Number of Indian children.	Number of Chinese Children	Total number of Census children between 5 and 17 years of age.	Number of children under 5 years of age.	Number of children between 5 and 17 years of age who have attended public schools at any time during the school year.	Number of children between 5 and 17 years of age who have attended only private schools at any time during the school year.	Number of children between 5 and 17 years of age who have not attended school at any time during the school year.
1884	5,070	21			5,091	2,369	2976	611	1594
1885	5,544	33	2		5,584	2573	3417	762	1495
1886	5,990	50			6,040	2731	3877	747	1416
1887	7,384	62			7,457	3492	4874	934	1649
1888	10,360	261	3		10,692	3372	5100	1050	4573
1889	10,591	186	1		10,786	5061	7101	1529	2156
1890	10,605	244	1		10,867	4856	7266	1436	2165
1891	10,843	219	3		11,084	4907	8115	1197	1772
1892	11,605	204	2		11,830	5036	9409	818	1603
1893	12,813	252			13,089	5356	10336	897	1856
1894	14,334	330			14,743	5980	11690	1073	1980
1895	16,616	300	1	39	16,956	6435	14202	990	1764

**NUMBER OF CENSUS CHILDREN.**

Total number of Census Children.....	1885	5,584
Total number of Census Children.....	1884	5,091
Increase.....		493
Total number of Census Children.....	1886	6,040
Total number of Census Children.....	1885	5,584
Increase.....		456
Total number of Census Children.....	1887	7,457
Total number of Census children.....	1886	6,040
Increase.....		1,417
Total number of Census Children.....	1888	10,692
Total number of Census Children.....	1887	7,457
Increase.....		3,235
Total number of Census Children.....	1889	10,786
Total number of Census Children.....	1888	10,692
Increase.....		94
Total number of Census Children.....	1890	10,867
Total number of Census Children.....	1889	10,786
Increase.....		81
Total number of Census Children.....	1891	11,084
Total number of Census Children.....	1890	10,867
Increase.....		217
Total number of Census Children.....	1892	11,830
Total number of Census Children.....	1891	11,084
Increase.....		746
Total number of Census Children.....	1893	13,089
Total number of Census Children.....	1892	11,830
Increase.....		1,259
Total number of Census Children.....	1894	14,743
Total number of Census Children.....	1893	13,089
Increase.....		1,654
Total number of Census Children.....	1895	16,956
Total number of Census Children.....	1894	14,743
Increase.....		2,213



**CENSUS CHILDREN BETWEEN 5 and 17 YEARS.**

	1894	1905	Increase
First Ward.....	1,631	1,774	143
Second Ward.....	2,564	2,856	292
Third Ward.....	1,482	1,692	210
Fourth Ward.....	1,736	2,107	371
Fifth Ward.....	853	981	128
Sixth Ward.....	1,385	1,680	295
Seventh Ward.....	1,842	2,264	422
Eighth Ward.....	1,621	1,880	259
Ninth Ward.....	1,629	1,722	93
Total.....	14,743	16,956	2,213



**STATISTICAL.**

Population of the City of Los Angeles, Census of 1890.....	50,395
Population of the City of Los Angeles, Census of 1880.....	11,183
<hr/>	
Increase in ten years.....	39,212
Estimated population in 1895.....	80,000
Population, Census of 1890.....	50,395
<hr/>	
Increase for five years.....	29,605
School Census in 1895.....	16,956
School Census in 1884.....	5,091
<hr/>	
Increase for eleven years.....	11,865

**NUMBER OF TEACHERS EMPLOYED.**

	Male.		Female.		Total.
1883.....	7	...	36	...	43
1884.....	7	...	43	...	50
1885.....	7	...	61	...	68
1886.....	9	...	67	...	76
1887.....	8	...	77	...	85
1888.....	9	...	116	...	125
1889.....	10	...	141	...	151
1890.....	10	...	150	...	160
1891.....	11	...	170	...	181
1892.....	15	...	197	...	212
1893.....	11	...	239	...	250
1894.....	21	...	231	...	252
1895.....	39	...	251	...	290
Increase in Male Teachers since 1883.....					32
Increase in Female Teachers since 1883.....					215

The slight increase between 1883 and 1884 was caused by the lack of school facilities.

**NUMBER OF GRADUATES****Los Angeles High School.**

Year.	Number.
1875.....	7
1876.....	4
1877.....	12
1878.....	10
1879.....	11
1880.....	15
1881.....	19
1882.....	23
1883.....	16
1884.....	25
1885.....	26
1886.....	15
1887.....	19
1888.....	18
1889.....	25
1890.....	22
1891.....	13
1892.....	41
1893.....	38
1894.....	61
1895.....	80
<hr/>	
Total for 21 years.....	500

**BUILDING STATISTICS.**

Number of Wooden Buildings.....	36
Number of Brick Buildings.....	2
Number of High School Classes.....	32
Number of Grammar Grade Classes.....	66
Number of Primary Classes.....	197
Number of rooms rented for school purposes.....	4
Total Number of seating capacity.....	10,145
Number of Janitors employed.....	36

## SCHOOL CENSUS BY WARDS.

WARD	NUMBER OF NAMES	Number of White children between 5 and 17 years of age.			Number of Negro children between 5 and 17 years of age.			Number of Indian children between 5 and 17 years of age whose parents or guardians pay taxes or do not live in tribal relation or on Gov- ernment Reservations, and Chinese		
		BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1st Ward	1,055	783	831	1,614	9	8	17			
2nd "	1,674	1,255	1,260	2,515	26	23	49		2	2
3d "	1,131	711	756	1,467	7	6	13			
4th "	1,238	842	878	1,720	7	9	16			
5th "	596	400	439	839	6	7	13	1		1
6th "	895	662	684	1,346	19	20	39			
7th "	1,338	861	839	1,700	63	79	142			
8th "	1,097	801	773	1,574	8	13	21	13	13	26
9th "	796	630	979	1,609	10	10	20			
Total	9,820	6,945	7,439	14,384	155	175	330	14	15	29
1st Ward	1,209	864	899	1,763	5	6	11			
2nd "	1,903	1,370	1,425	2,795	32	27	59		2	2
3d "	1,267	815	875	1,690				1	1	2
4th "	1,513	1,032	1,063	2,095	7	5	12			
5th "	631	463	506	969	7	5	12			
6th "	1,193	811	825	1,636	19	25	44		3	3
7th "	1,597	1,044	1,077	2,121	61	79	140			
8th "	945	913	924	1,837	3	7	10	12	21	33
9th "	836	689	1,021	1,710	6	6	12			
Total	11,094	7,998	8,618	16,616	140	160	300	13	27	40

**SCHOOL CENSUS BY WARDS**  
**Continued**

WARDS	Total Number of Census children between 5 and 17 years of age.	NUMBER OF CHILDREN UNDER FIVE YEARS OF AGE.				Number of Children between 5 and 17 years who have attended public schools at any time during the school year.	Number of Children between 5 and 17 years who have attended only private schools at any time during the school year.	Number of Children between 5 and 17 years who have not attended school at any time during the school year.	NATIVITY OF CHILDREN		
		White	Negro	Mongolian	Total				Native Born.	Foreign Born	Total
1893 4 1st Ward	1,631	712	2		714	1,390	81	150	2,295	52	2,345
" " 2nd "	2,564	1,011	27	2	1,040	2,177	44	343	3,419	181	3,604
" " 3d "	1,482	564	5	3	572	1,202	66	214	1,968	86	2,054
" " 4th "	1,736	656	8		664	1,385	153	198	2,315	85	2,400
" " 5th "	853	325	9		334	618	106	129	1,148	39	1,187
" " 6th "	1,385	570	9		579	1,133	66	186	1,875	89	1,964
" " 7th "	1,842	757	76	4	837	1,416	93	333	2,631	48	2,679
" " 8th "	1,621	746	11	6	763	1,225	62	304	2,279	105	2,384
" " 9th "	1,629	639	8		647	1,114	392	123	2,165	111	2,276
Total.....	14,743	5,980	155	15	6,150	11,690	1,073	1,980	20,091	802	20,893

1894 5 1st Ward	1774	814	7	3	821	1574	60	140	2506	89	2595
" " 2d "	2856	960	21	3	984	2509	51	296	3747	93	3840
" " 3d "	1692	520	2	5	527	1528	27	137	2194	25	2219
" " 4th "	2107	682	13		695	1853	100	154	2793	9	2802
" " 5th "	981	275	2		277	778	114	89	1251	7	1258
" " 6th "	1680	808	16		824	1397	107	176	2431	73	2504
" " 7th "	2264	844	69	3	916	1833	70	361	3143	37	3180
" " 8th "	1880	795	14	21	830	1598	55	227	2642	68	2710
" " 9th "	1722	555	6		561	1132	406	184	2257	28	2283
Total.....	16956	6253	150	32	6435	14202	980	1764	22964	427	23391

**REGISTRATION AND ATTENDANCE.**

Total number enrolled during 1884-85.....	4,610
“ “ “ “ 1883-84.....	4,063
Increase.....	547
Average daily attendance for 1884-85.....	2,808
“ “ “ “ 1883-84.....	2,187
Increase.....	621
Total number enrolled during 1885-86.....	4,680
“ “ “ “ 1884-85.....	4,610
Increase.....	70
Average daily attendance for 1885-86.....	3,076
“ “ “ “ 1884-85.....	2,808
Increase.....	268
Total number enrolled during 1886-87.....	5,448
“ “ “ “ 1885-86.....	4,680
Increase.....	768
Average daily attendance for 1886-87.....	3,303
“ “ “ “ 1885-86.....	3,076
Increase.....	227
Total number enrolled during 1887-88.....	7,336
“ “ “ “ 1886-87.....	5,448
Increase.....	1,888
Average daily attendance for 1887-88.....	4,489
“ “ “ “ 1886-87.....	3,303
Increase.....	1,186
Total number enrolled during 1888-89.....	8,128
“ “ “ “ 1887-88.....	7,336
Increase.....	792
Average daily attendance for 1888-89.....	5,764
“ “ “ “ 1887-88.....	4,489
Increase.....	1,275
Total number enrolled during 1889-90.....	8,288
“ “ “ “ 1888-89.....	8,128
Increase.....	160

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Average daily attendance for 1889-90.....	5,825
" " " " 1888-89.....	5,764
Increase.....	161
Total number enrolled during 1890-91.....	8,744
" " " " 1889-90.....	8,288
Increase.....	456
Average daily attendance for 1890-91.....	6,506
" " " " 1889-90.....	5,825
Increase.....	681
Total number enrolled during 1891-92.....	9,704
" " " " 1890-91.....	8,744
Increase.....	960
Average daily attendance for 1891-92.....	6,978
" " " " 1890-91.....	6,506
Increase.....	472
Total number enrolled during 1892-93.....	10,998
" " " " 1891-92.....	9,704
Increase.....	1,294
Average daily attendance for 1892-93.....	7,818
" " " " 1891-92.....	6,978
Increase.....	840
Total number enrolled during 1893-94.....	12,191
" " " " 1892-93.....	10,998
Increase.....	1,193
Average daily attendance for 1893-94.....	8,908
" " " " 1892-93.....	7,818
Increase.....	1,090
Total number enrolled during 1894-95.....	14,020
" " " " 1893-94.....	12,191
Increase.....	1,829
Average daily attendance for 1894-95.....	10,227
" " " " 1893-94.....	8,908
Increase.....	1,319



## ATTENDANCE AND ENROLLMENT

NAME OF SCHOOL	Whole Number Of Days Attendance.	Whole Number Of Days Absence.	Whole Number Of Tardinesses.	Whole Number Boys Enrolled On Register.	Whole Number Girls Enrolled On Register.	Total Number Enrolled.	Average Number Belonging.	Average Daily Attendance.	Percentage of Attendance on Average number Belonging.
Arroyo Street.....	5,486 5	197	30	17	19	36	34	33	97
Swain Street.....	11,745	524	52	58	59	117	72	69	96
Chestnut Street.....	25,050 5	1,358	62	105	98	203	180	172	95
Hellman Street.....	47,135 5	2,450 5	284	181	187	368	291	277	95
Gates Street.....	27,296	1,124 5	43	95	100	195	167	161	95
Griffin Ave.....	28,966	1,676 5	92	97	114	211	180	170	95
Hayes Street.....	21,718	1,083 5	88	90	88	178	134	128	95
Castelar Street.....	62,511 5	3,348	395	265	253	518	387	366	95
Sand Street.....	60,916	3,180	211	225	240	465	377	358	95
Alpine Street.....	56,071	3,037	176	204	236	440	347	330	95
Temple Street.....	47,193	2,874 5	117	176	192	368	295	278	94
Grafton Street.....	3,427	183	76	20	13	33	21	20	95
Casco Street.....	13,682	1,051 5	164	65	53	118	87	84	93
Union Ave.....	34,404 5	2,296	160	128	134	262	216	202	94
Fremont Ave.....	28,241	17,000 5	95	141	98	239	176	166	94
Normal Model.....	57,447	2,048	123	168	211	409	349	338	97
Spring Street.....	116,998 5	6,117	441	428	478	906	724	688	95
8th Street.....	69,275 5	3,488	255	271	280	551	428	408	95
Tenth Street.....	34,161	2,051	178	184	178	362	214	202	94
16th Street.....	65,006	3,812	278	247	282	529	405	382	49
17th Street.....	60,895	3,421 5	382	228	240	468	378	358	95

30th Street.....	79,155	4,989 5	424	296	934	630	500	470	94
San Pedro Street.....	32,675	1,312 5	121	122	128	250	200	192	96
Staunton Ave.....	23,047	1,629	195	107	82	189	145	136	93
Santa Fe Ave.....	4,519	131	17	25	23	48	27	27	97
Seventh Street.....	24,901	1,465 5	112	126	117	243	155	146	99
Ninth Street.....	71,356	4,465 5	334	241	273	514	446	420	94
Hewitt Street.....	50,955 5	2,454 5	182	202	224	426	314	300	95
Amelia Street.....	57,244 5	4,309	316	251	242	493	362	337	93
Ann Street.....	50,952 5	3,035	100	200	219	419	318	300	94
New Macy Street.....	21,235	1,394	151	97	71	168	133	124	95
Macy Street.....	34,958 5	2,061	262	140	126	266	218	206	94
Cornwell Street.....	19,999	758	46	81	63	144	144	124	96
Breed Street.....	46,656	2,693	171	178	185	363	290	274	95
First Street.....	25,244 5	1,467	105	105	88	193	157	148	95
High School.....	113,214	6,595	1355	447	687	1134	987	967	95
Night School.....	6,180	1,166	142	119	.....	119	43	36	82
Kindergartens.....	131,565 5	13,063	871	667	688	1355	849	790	93
Total.....	1,671,484 5	115,000 5	8,608	6,887	7,133	14,020	10,782	10,227	94

**REGISTRATION.**

Total number enrolled	1883-84.....	4,063
" " "	1884-85.....	4,610
" " "	1885-86.....	4,680
" " "	1886-87.....	5,448
" " "	1887-88 .....	7,336
" " "	1888-89.....	8,128
" " "	1889-90.....	8,288
" " "	1890-91.....	8,744
" " "	1891-92.....	9,704
" " "	1892-93.....	10,998
" " "	1893-94 .....	12,191
" " "	1894-95.....	14,020
Increase for eleven years.....		9,957

**AVERAGE DAILY ATTENDANCE.**

Average for	1883-84.....	2,187
" " "	1884-85.....	2,808
" " "	1885-86.....	3,076
" " "	1886-87.....	3,303
" " "	1887-88.....	4,489
" " "	1888-89.....	5,764
" " "	1889-90 .....	5,825
" " "	1890-91.....	6,506
" " "	1891-92.....	6,978
" " "	1892-93.....	7,818
" " "	1893-94.....	8,908
" " "	1894-95.....	10,227
Increase for eleven years.....		8,040

**COMPARATIVE STATISTICS.**

	1891	1892	1893	1894	1895
Number of Census Children....	11,084	11,830	13,089	17,743	16,956
Average Daily Attendance.....	6,710	7,188	7,818	9,908	10,227
Number Enrolled in Schools...	9,166	9,945	10,998	12,191	14,020

Cost per pupil for all current expenses.

	1891	1892	1893	1894	1895
Upon the School Census.....	\$16 27	\$13 63	\$16 05	\$13 05	14 97
" " Number Enrolled.....	19 68	17 39	19 09	19 00	18 10
" " Average Daily Attend'nc	26 88	23 64	26 86	26 00	24 81

Cost per pupil for tuition alone:

	1891	1892	1893	1894	1895
Upon the School Census.....	\$14 12	\$12 52	\$13 15	\$11 25	12 02
" " Number Enrolled..	17 07	15 89	15 65	16 38	14 54
" " Average Daily Attend'nc	21 83	20 60	22 01	22 42	19 93



**VALUATIONS OF SCHOOL PROPERTY.**

YEAR.	Lots, Build- ings and Furniture	Libraries	Apparatus	Total
1883	\$119,000 00	\$2,900 00	\$1,530 00	\$122,430 00
1884	119,000 00	2,900 00	1,530 00	122,430 00
1885	243,000 00	3,000 00	2,000 00	248,000 00
1886	250,000 00	2,500 00	2,000 00	254,500 00
1887	275,000 00	2,500 00	2,000 00	280,000 00
1888	436,500 00	3,000 00	2,500 00	442,000 00
1889	454,780 00	3,500 00	3,000 00	461,280 00
1890	640,000 00	4,000 00	4,000 00	648,000 00
1891	690,000 00	4,500 00	5,500 00	700,000 00
1892	713,320 00	5,500 00	6,000 00	724,820 00
1893	743,000 00	5,500 00	6,000 00	754,500 00
1894	742,870 00	6,000 00	6,000 00	754,870 00
1895	757,887 77	6,682 89	6,000 00	770,570 66

## COMPARATIVE STATEMENT OF RECEIPTS AND EXPENDITURES.

## RECEIPTS.

	1886-6	1887-8	1888-9	1889-90	1890-1	1891-2	1892-3	1893-4	1894-5
Totals.....	\$167,757 24	\$211,338 86	\$231,220 45	\$251,773 92	\$273,595 41	\$204,106 13	\$310,164 36	\$224,820 64	\$354,731 81
Totals.....	\$105,391 97	\$161,362 64	\$186,987 64	\$192,225 42	\$183,146 68	\$268,171 65	\$214,209 98	\$303,647 47	\$283,277 48

## EXPENDITURES.

## COMPARATIVE STATEMENT OF APPORTIONMENTS TO COMMON SCHOOL FUND.

	1886-7	1887-8	1888-9	1889-90	1890-1	1891-2	1892-3	1893-4	1894-5
From the city.....	\$76,423 53	\$84,218 17	\$77,053 55	\$60,519 30	\$55,325 87	\$59,537 49	\$51,728 40	\$79,176 55	\$85,218 31
" county.....	19,779 30	32,407 00	47,041 25	54,273 00	46,125 00	31,800 00	55,362 50	75,420 00	97,780 00
" state.....	43,719 70	62,085 75	93,118 75	97,656 50	101,273 50	106,252 50	140,734 00	62,058 50	171,733 50
Totals.....	\$139,922 53	\$178,710 92	\$217,213 55	\$212,448 80	\$202,724 37	\$197,589 99	\$247,824 90	\$216,655 05	\$354,731 81

## COMPARATIVE STATEMENT OF EXPENDITURES FOR BUILDINGS AND SITES.

	1885-6	1886-7	1887-8	1888-9	1889-90	1890-1	1891-2	1892-3	1894-5
Totals.....	\$32,635 70	\$33,332 63	\$34,210 43	\$41,117 93	\$40,619 06	\$68,440 36	\$36,712 14	\$34,273 46	\$15,017 77

\*\$200,000 additional expended out of "School Improvement" Bond Fund.

**NAMES AND LOCATION OF BUILDINGS, AND ESTIMATED VALUE OF PROPERTY  
1893.**

Number	NAME OF SITE	LOCATION	Size of Lot	Value of Lot	Value of Buildings	Value of Furniture, Apparatus, and Library	Total Value	Date of Rec-tion of Buildings
1	Arroyo Street.....	Arroyo and Cypress Streets.....	150x180	\$ 1,000	\$ 1,500	\$ 200	\$ 2,700	1884
2	Swain Street.....	Swain Street and N. Griffin Avenue.....	178x199	3,000	3,000	200	6,200	1890
3	Truman Street.....	Truman and Humboldt Streets.....	75x157	900	None	None	900	.....
4	Chestnut Street.....	Chestnut Street, near Pasadena Avenue.....	300x165	4,500	6,500	1,000	12,000	1888
5	Hellman Street.....	Hellman Street, near Downey Avenue.....	% acre	6,500	12,000	2,000	20,500	1886
6	Pritchard Street.....	Pritchard and Flora Streets.....	200x150	1,000	None	None	1,000	.....
7	Gates Street.....	Gates Street, near Hawkins Street.....	120x330	4,000	8,500	1,000	13,500	1890
8	Griffin Avenue.....	Griffin Avenue, near Darwin Street.....	110x330	4,500	4,000	1,000	9,500	1882
9	Hayes Street.....	Hayes and Albion Streets.....	200x165	2,700	7,400	300	10,400	1892
10	Castelar Street.....	Castelar and College Streets.....	120x247	5,000	13,000	2,000	20,000	1882
11	Sand Street.....	Sand Street, near Castelar Street.....	153x219	8,000	15,000	2,000	25,000	1872
12	Alpine Street.....	Alpine and Centennial Streets.....	131x200	4,500	16,000	1,500	22,000	1892
13	Temple Street.....	Temple Street, near Edgeware Road.....	155x199	7,500	14,000	2,000	23,500	1896
14	Grafton Street.....	Grafton Street, north of Temple Street.....	120x120	500	3,000	200	3,700	1888
15	Casco Street.....	Casco and Temple Streets.....	197x150	2,400	4,770	250	7,420	1890
16	Alvarado Street.....	Alvarado and First Streets.....	125x200	4,000	None	None	4,000	.....
17	Union Avenue.....	Union Avenue, near First Street.....	180x140	4,900	9,500	1,000	15,400	1890
18	Fremont Avenue.....	Fremont Avenue, near W. Second Street.....	180x165	5,500	9,500	1,000	16,000	1890
19	Pearl Street.....	Pearl Street, near W. Fourth Street.....	120x165	6,000	100	50	6,150	1882
20	Spring Street.....	Spring Street, near Sixth Street.....	120x330	100,000	40,000	3,500	143,500	1884
21	Eighth Street.....	Eighth Street and Grand Avenue.....	240x165	20,000	12,000	2,200	34,200	1877
22	Tenth Street.....	Tenth Street, near Vernon Street.....	188x138	3,500	6,500	1,000	11,000	1888
23	Sixteenth Street.....	Sixteenth Street, near Hill Street.....	150x261	9,000	14,000	2,000	25,000	1890

24 Seventeenth Street.....	Seventeenth and Georgia Bell Streets.....	1 1/4 acre	\$ 10,000	\$ 15,000	\$ 1,500	26,500	1892
25 Thirtieth Street.....	Thirtieth Street, near Main Street.....	143x165	5,000	15,000	2,000	22,000	1898
26 San Pedro Street.....	San Pedro Street, near Washington St....	186x356	5,000	6,200	1,000	12,200	1888
27 Staunton Avenue.....	Staunton Ave., near E. Washington St....	160x260	2,000	4,000	500	6,500	1890
28 Santa Fe Avenue.....	Santa Fe Avenue and Washington Street..	180x200	1,400	2,000	None	3,400	1893
29 Seventh Street.....	E. Seventh and Lemon Streets.....	150x170	3,500	8,500	1,000	13,000	1884
30 Ninth Street.....	E. Ninth Street and Stanford Avenue....	174x224	6,000	14,000	2,000	22,000	1890
31 Hewitt Street.....	Hewitt Street, near E. First Street.....	120 240	6,000	13,500	2,000	21,500	1891
32 Amelia Street.....	Amelia Street, near Lazard Street.....	184x150	1,500	12,000	2,000	21,500	1886
33 Ann Street.....	Ann and Magdalena Streets.....	100x200	4,300	14,700	2,000	21,000	1890
34 New Macy Street.....	Macy and New Macy Streets.....	200x136	3,950	5,000	None	8,950	1884
35 Macy Street.....	Macy Street and Brooklyn Avenue.....	1 1/4 acre	5,000	6,500	1,000	12,500	1888
36 Cornwell Street.....	Cornwell and Sheridan Streets.....	162x252	3,000	8,000	750	11,750	1890
37 Breed Street.....	Breed and New York Streets.....	180x148	5,000	14,000	2,000	21,000	1896
38 First Street.....	E. First and Savannah Streets.....	185x143	3,000	7,000	500	10,500	1892
39 Euclid Street.....	Euclid and E. Second Streets.....	200x243	2,000	None	None	2,000	.....
40 High School.....	Castelar Street, near Sand Street.....	198x232	12,000	70,000	3,000	85,000	1890
Totals.....			\$293,550	\$415,670	\$45,650	\$754,870	



**INSURANCE TABLE**

SCHOOLS	Value of Building And Improvements	Amount of Insurance
1 Arroyo Street School.....	\$ 1,700	\$
2 Swain Street School.....	3,200	2,000
3 Chestnut Street School.....	7,500	4,500
4 Hellman Street School.....	14,000	9,000
5 Gates Street School.....	9,500	7,000
6 Griffin Avenue School.....	5,000	1,750
7 Hayes Street School.....	7,800	5,300
8 Castelar Street School.....	15,000	6,800
9 Sand Street School.....	17,000	6,500
10 Alpine Street School.....	17,500	9,500
11 Temple Street School.....	16,000	6,500
12 Casco Street School.....	5,000	3,000
13 Grafton Street School.....	3,200	2,200
14 Union Avenue School.....	10,500	6,000
15 Fremont Avenue School.....	10,500	6,000
16 Spring Street School.....	43,500	28,000
17 Eighth Street School.....	14,200	5,500
18 Tenth Street School.....	7,500	6,500
19 Sixteenth Street School.....	16,000	11,000
20 Seventeenth Street School.....	16,500	11,000
21 Thirtieth Street School.....	17,000	8,600
22 San Pedro Street School.....	7,300	3,750
23 Staunton Avenue School.....	4,500	2,500
24 Santa Fe Avenue School.....	2,000	
25 Seventh Street School.....	9,500	5,000
26 Ninth Street School.....	16,000	9,000
27 Hewitt Street School.....	15,500	6,200
28 Amelia Street School.....	14,000	5,500
29 Ann Street School.....	16,700	4,000
30 Railroad Street School.....	5,000	3,000
31 Macy Street School.....	7,500	4,750
32 Cornwell Street School.....	8,750	5,750
33 Breed Street School.....	16,000	8,500
34 First Street School.....	9,000	7,225
35 High School.....	75,000	40,500
Totals.....	\$464,850	\$252,325

## SCHOOL SITES

Owned by the Board of Education of the City of Los Angeles, Calif.

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*Arroyo Seco Ave Site.*—Donated to the Board of Education by A. H. Judson in 1884, but no deed given. Title acquired in October, 1889 after five years peaceful possession. Size: 150 feet on Arroyo Seco Ave.; 180 feet on Cypress st. Map recorded in book 4, p. 570. Being part of lot 36, Hunter Highland View Tract.

*Swain Street Site.*—Bought November 8th, 1889, from James Connor, et ux., Sherman Smith and Milton Smith for \$3000.00. Being lots 1, 2, 3, 4, and part of 5 re-subdivision of lots 3, 4, 5, 6, Block A, and 3, 4, 5, 6, Block B, Smith and Swain's division of Hawthorn Tract. Size: 178 ft. on Griffin ave. (East); 199 ft. on Swain st. (North); 168.23 ft. on Alley (West);—ft. on South. Deeds recorded in book 604, p. 309, and book 607, p. 199. Map recorded in book 34, p. 53. Miscellaneous Records.

*Truman Street Site.*—Donated May 12th, 1884, by E. M. Hamilton for \$1. Being lots 15 and 16, block 2, Hamilton Tract. Size: 75.7 ft. on Truman st., 157.4 ft. on Humboldt st.; 103.25 ft. on Alley; 155 ft. on N. W. side. Deed recorded in book 123, p. 193; Map recorded in book 5, p. 524.

*Chestnut Street Site.*—Set aside by the City for school purposes. Size: 300 ft. on Chestnut st. and 165 ft. deep. Deed recorded in book ———. Map recorded in book 3, p. 164.

*Hellman Street Site.*—Bought February 2nd, 1878, from J. S. Griffin, John G. Downey and H. M. Johnson for \$1, and on condition that a school house costing not less than \$2000 be erected thereon, and that pepper trees be kept growing on the sidewalks. Being triangular block D, East Los Angeles. Size: 330 ft. on Lecouvreur st.; 370 ft. on Hellman st.; and 165.50 on Hoff st., now Pasadena ave. Deed recorded in book 60, p. 632. Map by F. Lecouvreur, December 1873, E. L. A.

*Pritchard Street Site.*—Bought October 26th, 1889, from A. L. Willis, et ux., for \$1000. Being lots 1, 2, 3, 4, Block N, Ela Hills Tract. Size: 200 ft. on Pritchard st. and 150 ft. on Flora st. Deed recorded in book 605, p. 231. Map recorded in book 14, p. 3, Miscellaneous Records.

*Gates Street Site.*—Bought October 19th, 1889 from J. E. Yoakum for 4000. Being lots 6, 7, 8, 9, Block 2, Vignes Tract. Size: 120 ft each on Thomas and Gates sts., and 330 ft. deep, 15-foot alley on the South. Deed recorded in book 606, p. 257. Map recorded in book 11, p. 90, Miscellaneous Records

*Griffin Avenue Site.*—Bought July 1st, 1882, by the City from Pioneer Building Lot Association for \$1, on condition that a school house be built and a school be maintained by the City. Being lots 7, 8, 17, 18, Block 1, of said Pioneer Building Lot Association Tract, John Milner, president, and Joseph Kurtz, secretary. Size: 110 ft. each on Griffin ave. and Sichel st. and 330 ft. deep. Deed recorded in book 90, p. 344. Maps in book 3, p. 70, Miscellaneous Records. Deeded to the School Board by the City.

*Hayes Street Site.*—Bought October 20th, 1891, from Mrs. Stella C. McLaughlan for \$2700. Being lots 1, 4, 5 and 8, Block 8, Chavez Tract. Size: 200 ft. on Hayes st. and 165 on Albion st. Deed recorded in book 740, p. 246. Map in book 5, p. 289.

*Castelar Street Site.*—Bought. . . . .  
 . . . . . Being lot 5 and east 82½ ft. of lot 10, Block 38 Ord's Survey; also lot 8, same block. Size: 120 ft. on Castelar st. by 247½ ft. on College st. Size of lot 8; 120 feet on Yale st. by 165 ft. deep.

*Sand Street Site.*—Bought August 31, 1885, from the City for \$2100. Being lots 1, 2 and 3, Block H, Fort Hill Tract. Size: 153.56 ft. on Sand st. by an average depth of 219 feet. (226 ft. on E. and 211.7 ft. on W.) Deed recorded in book 146, p. 41. Map recorded in ———

*Alpine Street Site.*—Bought November 9, 1889, from Charles M. Stimson for \$4500. Being lots 10, 11, 12, 13, 14, 15, Block 9, Beaudry Tract No. 2. Size: 200.50 ft. on Ocean View st. by 131.30 on Virgin or Alpine st., and 128.40 ft. on Deep Water st. Deed recorded in book 615, p. 192. Map recorded in book 7, p. 63, Miscellaneous Records.

*Temple Street Site.*—Bought November 10, 1884, from Victor Beau, dry for \$800. Being lots 12, 13, Block 2, Ocean View Tract No. 1. Size: 103.40 ft. on Temple st. by 205 ft. deep. Deed recorded in book 129, p. 504. Also bought February 5, 1886, from T. E. Brown for \$600. Being lot 11, block 2, Ocean View Tract No. 1. Size: 51.70 ft. by 180.70 ft. Total size: 155.10 ft. on Temple st. by an average depth of 199 ft. (217.60 ft. deep on E. and 180.70 ft. on W.) Deed recorded in book 151, p. 403. Map recorded in book 5, p. 392, Miscellaneous Records.

*Grafton Street Site.*—Bought July 3, 1888, from P. M. Scott for \$1. Being lots 36, 37 and 38, Block 1, P. M. Scott Tract. Size, 120 ft. on Grafton st. by 120 ft. deep. Deed recorded in book 512, p. 180. Map recorded in ———

*Casco Street Site.*—Bought June 17, 1890, from George H. Hutchinson for \$2400. Being part of lot 17 and all of lots 18, 19, 20, block 5, Hutchinson Tract. Size: 197 ft. on Temple st. and 150 ft. on Casco st. Deed recorded in book 665, p. 78. Map recorded in book 13, p. 36.

*Alvarado Street Site.*—Bought December 30, 1887, from S. B. Hayes for \$6000. Being lots 1, 2, 3, 4, Block 6, Hays Tract. Size: 125 ft. on First st. by 200 ft. deep on Alvarado and Newhall sts. Deed recorded in book 369, p. 157. Map recorded in book 25, p. 37, Miscellaneous Records.

*Union Avenue Site.*—Bought December 2, 1889, from Charles W. Clark, John F. Mendenhall, David L. Grove, Ellen G. Bucklin and W. N. Bucklin for \$4,900. Being lots 13, 15 and 17, block B, Colina Park Tract. Size: 180 ft. on Union ave. by 140 ft. deep. Deeds recorded in book 607, p. 299 and 300, also book 615, p. 251 (Three Deeds.) Map recorded in book 7, p. 37, Miscellaneous Records.

*Fremont Avenue Site.*—Bought November 25, 1889, from Matilda A. Blanchard for \$5,500. Being lots 15, 16, 17, block 7, Woolen Mills Tract. Size 180 ft. on Fremont ave. by 165 ft. deep. Deed recorded in book 623, p. 21. Map recorded in book 42, p. 407, Miscellaneous Records.

*Pearl Street Site.*—Bought June 17, 1875, from R. M. Widney for \$1000. Being lots 7, 8, block 12, Reservoir Lands. Size: 120 ft. on Pearl st. by 165 ft. deep. Deed recorded in book 43, p. 547. Map of George Hansen and L. Sebold, March, 1872.

*Spring Street Site.*—Bought June 7, 1883, from A. T. Currier for \$12,500. Being lots 2 and 7, block 13, Ord's Survey. Size: 120 ft. on Spring st. and Broadway by 330 ft. deep. Deed recorded in book 105, p. 286.

*Eighth Street Site.*—Donated June 1, 1875, by Jacob Weixel. No consideration. Being lots 1 and 2, block 28, Ord's Survey. Size: 240 ft. on Grand ave. by 165 ft. deep. Deed recorded in book 37, p. 154.

*Tenth Street Site.*—Bought from Mrs. Catherine Fitzgerald for \$4800. Being lots 1, 2, 3, 4, block G, Fitzgerald Tract. Size: 188.84 ft. on Tenth st. by 138 ft. deep; 12 ft. alley on S. Deed recorded in book 399, p. 148. Map recorded in book 24, p. 23. Miscellaneous Records.

*Sixteenth Street Site.*—Bought December 18, 1882, from B. Cohn for \$1100. Being lots 6, 7, 8, 9, 10, 11, block K, Morris Vineyard Sub-division. Size: 150 ft. each on Sixteenth and Seventeenth sts. by 261 ft. deep. Deed recorded in book 98, p. 130. Map recorded in book 4, p. 55, Miscellaneous Records.

*Seventeenth Street Site.*—Bought September 6, 1875, from John G. Downey and Alvinza Hayward for \$700. Being lot 3 block 2, Bell's Addition. Size: 1.25 acres. Deed recorded in book 43, p. 551. Map recorded in book 2, p. 467, Miscellaneous Records.

*Thirtieth Street Site.*—Bought December 6, 1887, from John Maskell for \$4500. Being lots 16, 17, 18, Maskell Tract. Size: 143.5 ft. on Thirtieth st. by 164.80 ft. deep. Deed recorded in book 359, p. 148. Map recorded in book 21, p. 23, Miscellaneous Records.

*San Pedro Street Site.*—Nothing can be learned about the south half of this site, which is about 93 ft. front on San Pedro st. and about 355 ft. deep. North half of this site purchased July 22, 1890, from Mrs. Alice Marlette for \$2500. Size: 93.6 ft. front on San Pedro st., 98.05 ft. on rear. South side, 356 ft., north line, 553 feet. Deed recorded in book 662, p. 160.

*Stanton Avenue Site.*—Bought October 25, 1889, from Geo. L. Arnold for \$2280. Being lots 81, 82, 131, 132, 133, 142, 143, and 144, block B, Mead and Dalton Tract. Size; 160 ft. by 260 ft. Deed recorded in book 606, p. 255. Map recorded in book 37, p. 50, Miscellaneous Records.

*Santa Fe Avenue Site.*—Bought of Mrs. Alice W. Weyse on the 19th of December, 1892, for \$1400. Description:—A lot of land on the west side of Santa Fe ave., beginning at a point on the west side of said ave., distant north  $3\frac{1}{2}$ , east 6.53 chains from the intersection of the west line of said ave., with the southern patent boundary line of the city of Los Angeles, as at present recognized, thence north 67, west 200 ft., thence south  $3\frac{1}{2}$ , west 180 ft., thence south 67 east 200 ft., to the west line of Santa Fe av., and thence along the same north  $3\frac{1}{2}$  east 180 ft. to point of beginning.

*Seventh Street Site.*—Bought October 22, 1884, from Earl B. Millar and W. G. Cochran for \$625. Being 150 ft. on Seventh st. and 170 ft. on Lemon st. of the E. B. Millar Tract. Deed recorded in book 129, p. 501. Map recorded in book 13, p. 91, Miscellaneous Records.

*Ninth Street Site.*—Bought October 31, 1889, from Mary A. Denison for \$6000. Being lots 11, 19, 20, 21, 22, block B, Denison Tract. Size: 224 ft. on Stanford ave., 174 ft. on Ninth st., and 166.68 ft. at right angles to Stanford ave. Deed recorded in book 607, p. 198. Map recorded in book 29, p. 85, Miscellaneous Records.

*Hewitt Street Site.*—Bought April 24, 1876, from Milton Thomas, Thomas A. Garey and H. J. Crow for \$570. Being lots 12, 14, 16, block E, Thomas Tract. Size: 120 ft. on Garey st. by 120 ft. deep. Deed recorded in Book 43, p. 553. Also bought September 20, 1892, from Alex Forbes for \$750. Being lots 11, 13, 15, block E, Thomas Tract. Size: 120 ft. Hewitt st. by 120 ft. deep. Total size: 120 ft. each on Geary and Hewitt sts., by 240 ft. deep. Deed to City recorded in book 95, p. 75. Map recorded in book 3, p. 60, Miscellaneous Records.

*Amelia Street Site.*—Bought August 13, 1885, from Charles L. Ducommun for \$1800. Being lots H, I and J, Alanis Vineyard Tract. Size: 138 ft. on Amelia st. by 150 deep. Deed recorded in book 144, p. 556. Also bought November 25, 1887, from Sherman Washburn, W. H. Blair and William Butler, for \$2400. Being lot K; Alanis Vineyard Tract. Size: 46 ft. on Amelia st. by 150 ft. deep. Deed recorded in book 334, p. 311. Map recorded in book 2, p. 526, Miscellaneous Records. Total size: 184 ft. by 150 ft.

*Ann Street Site.*—Bought November 25, 1889, from Peter P. Tomeney, for \$4300. Being lots 1, 2, 3, 4, block 4, Mills' subdivision of Sabichi Tract. Size: 200 ft. on Magdalena st. by 100 ft. each on Ann and Bloom sts. Deed recorded in book 615, p. 190. Map recorded in book 5, p. 434. Miscellaneous Records. Also bought Bloom st. lot, adjoining the Ann st. site. Being lot 6, block 4, of Mills' subdivision of the Sabichi Tract, from Llewellyn Bros., by exchange for the Railroad st. property, known as lots 1, 2, 3, and the northeasterly 50 ft. of lots 13 and 14, block 1, of Mills, subdivision of Sabichi Tract, and \$200 cash. Deed recorded in book 5, p. 434 of Miscellaneous Records.

*New Macy Street Site.*—Bought June 25th, 1894, from W. M. Mead for \$3950. Being lots 1, 2, 3, 4, 5, Macy Tract. Size: 200 ft. by 136 ft. 136 ft. on Avila and 200 ft. on New Macyst. Deed recorded in book 53, p. 19 of Miscellaneous Records.

*Macy Street Site.*—Bought August 14, 1895, from Brooklyn Land and Building Co., A. H. Judson, president, and J. L. McAllister, secretary for \$400. Being 120 ft. on the West (Arroyo); 165 ft. S. W. (Macy st.); 32 ft. S. E. (Bridge st.); 325 ft. S. E. (Bridge st.); 428 ft. N. E. (Brooklyn ave.); containing 1.24 acres. Deed recorded in book 43, p. 549. Map by Moore & Kelleher.

*Cornwell Street Site.*—Bought November 10, 1889, from Charles Charnock for \$3000. Being lots 9, 10, 11, 12, 13, 14, block A, Soto st. Tract. Size: 252 ft. on Grant ave., and 162 ft. each on Cornwell st. and Laura ave. Deed recorded in book 607, p. 196. Map recorded in book 31, p. 35, Miscellaneous Records.

*Breed Street Site.*—Given December 8, 1879, by W. H. Workman and wife, in consideration of erection and maintenance of a school. Being lots 2, 4, 6, block B, Boyle Heights Tract, subdivision of lot 6, block 60, Hancock's Survey. Size: 180 feet on New York ave., by 148 on Breed st. Deed recorded in book 71, p. 287. Map recorded in book—

*First Street Site.*—Bought December 21, 1889, from Mrs. Ellen Jane Kinsella, for \$3000. Being lots 1, 2, 3, 4 of James Kinsella's subdivision of lot 6, block 73, Hancock's Survey of City Donation Lots. Size: 185 ft. on First st., 142.08 ft. on Savannah st., and 143.55 ft. deep opposite Savannah st. on east side lot 4. Deed recorded in book 620, p. 205. Map recorded in book 22, p. 51, Miscellaneous Records.

*Euclid Street Site.*—Bought December 21, 1889, from I. B. Newton for \$2000. Being lot 1 of the Alta Vista Tract. Size: 243.64 ft. on Euclid st. and 200 ft. on Stevenson ave. Deed recorded in book 636, p. 267. Map recorded in book 26, p. 33.

*High School Site.*—On Castelar st. Set aside by the City Council for a High School building. Size, 198 ft. on Castelar st. and 232 ft. deep.

# BOUNDARIES OF SCHOOL DISTRICTS

AND

## LOCATION OF SCHOOLS.

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For the convenience and guide to parents and children, the following School Districts and their boundaries have been established.

These are not permanent, unalterable lines but may be changed as population shifts and buildings are enlarged.

All boundaries are described by beginning at the N. W. corner, thence to the right around the district to the place of beginning.

*District No. 1.*—Arroyo st. building, cor. Cypress st. Boundaries: North city line, Santa Fe R'y track and the river. This district accommodates only first and second grades.

*District No. 2.*—Swain st. building, cor. North Griffin ave. Boundaries: North city line to Griffin ave., straight line south to Alta, Thomas, Summit, Sichel, Primrose, Pasadena, Koster, Baranca and Wells sts. and Santa Fe R'y. Accommodates first four grades.

*District No. 3.*—Chestnut st. building, near Pasadena ave. Boundaries: Santa Fe R'y., Truman st. and Los Angeles river. Accommodates first six grades.

*District No. 4.*—Hellman st. building, cor. Pasadena ave. Boundaries: Santa Fe R'y., Wells, Baranca, Koster, Primrose, Sichel, Hawkins, Hellman and Truman streets. Accommodates all grades from kindergarten to eighth, except the sixth grade which is in the Chestnut street building.

*District No. 5.*—Gates st. building, near Downey av. Boundaries: North city line, East city line, Lancaster, Soto, Griffin, Mission, Hancock, Downey, Sichel, Summit, Thomas sts., and extension of Alta st. to North city line. Accommodates first seven grades.

*District No. 6.*—Griffin ave. building, near Darwin ave. Boundaries: Hawkins, Sichel, Downey, Hancock and Mission Road to Wabash ave; thence directly north to Chestnut and Hawkins streets. Accommodates first four grades.

*District No. 7.*—Hayes st. building, cor. Albion st. Boundaries: Downey ave., Hellman, Hawkins, Chestnut sts; south to Wabash ave., Orizaba st., Alhambra ave. and the river. Accommodates kindergarten, first four grades and six grades.

*District No. 8.*—Castelar st. building, cor. College st. Boundaries: Los Angeles river, Southern Pacific Ry. tracks, San Fernando, Alameda, Olivera, The Plaza, Bellevue, Rosas, Adobe, Effie and Figueroa sts. Accommodates kindergarten and first six grades.

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ALPINE STREET SCHOOL

*District No. 9.*—Sand st. building, near Castelar st. Boundaries: Bellevue ave., The Plaza, Los Angeles, First, Flower and Pearl sts. Accommodates the eight grades.

*District No. 10.*—Alpine st. building, cor. Centennial st. Boundaries: Effie, Adobe, Rosas, Bellevue, Pearl, Temple, Fremont, Pink and Figueroa sts. Accommodates kindergarten and first seven grades.

*District No. 11.*—Temple st. building, near Edgeware Road. Boundaries: Reservoir, Figueroa, First, Lake Shore, Temple, Belmont, Kent and Alvarado sts. Accommodates all grades from the kindergarten to the eighth grade.

*District No. 12.*—Grafton st. building, near Edgar st. Boundaries: North city line, the river, Figueroa, Reservoir and Alvarado sts. Accommodates first two grades.

*District No. 13.*—Casco st. building, cor. Temple st. Boundaries: North city line, Alvarado, Kent, Belmont, Temple, Alvarado and First streets and west city line. Accommodates first four grades.

*District No. 14.*—Union ave. building, near West First st. Boundaries: First, Alvarado, Temple, Lake Shore, Lucas and Orange sts. and west city line. Accommodates first six grades.

*District No. 15.*—Fremont ave. building, near West Second street. Boundaries: First, Figueroa, Pink, Fremont, Temple, Flower, First, Grand ave., Seventh and Lucas sts. Accommodates kindergarten and first five grades.

*District No. 16.*—Normal School building, Fifth st. and Grand ave. There are no boundaries for this school. The attendance is voluntary. Pupils go from any part of the city and are admitted in the order in which they apply until the rooms are filled. Accommodates all grades except kindergarten.

*District No. 17.*—Spring st. building, near 6th st. Boundaries: First, San Pedro, Seventh, Main, Broadway, Seventh and Grand ave. Accommodates kindergarten and all grades.

*District No. 18.*—Eighth st. building, cor. of Grand ave. Boundaries: Seventh, Broadway, Main, Twelfth, Flower, Pico and Georgia Bell sts. Accommodates the eight grades.

*District No. 19.*—Tenth st. building, cor. of Buckley st. Boundaries, Orange, Lucas, Seventh, Georgia Bell and Pico sts. and west city line. Accommodates first six grades.

*District No. 20.*—Sixteenth st. building, near Hill st. Boundaries: Twelfth, Los Angeles, Twenty-third and Flower sts. Accommodates kindergarten and the eight grades.

*District No. 21.*—Seventeenth st. building, cor. Georgia Bell st. Boundaries: Pico, Flower and Twenty-third sts., and West City line. Accommodates kindergarten and the eight grades.

*District No. 22.*—Thirtieth st. building, near Main st. Boundaries: Twenty-third st., Central ave., South and West City lines. Accommodates kindergarten and eight grades.

*District No. 23.*—San Pedro st. building, near Washington st. Boundaries: Fourteenth, Central, Twenty-third and Los Angeles sts. Accommodates kindergarten and first four grades.

*District No. 24.*—Staunton ave. building, near East Sixteenth st. Boundaries: Ninth st., Lawrence st., south city line and Central ave. Accommodates first four grades.

*District No. 25.*—Santa Fe ave. building, corner Santa Fe ave. and Washington st. Boundaries: Lawrence to city limits, Lawrence to river, river to city limits.

*District No. 26.*—Seventh st. building, cor. Lemon st. Boundaries: Fifth st., river, Ninth, Hemlock and Alameda sts. Accommodates first six grades.

*District No. 27.*—Ninth st. building, cor. Stanford ave. Boundaries: Seventh, Los Angeles, Fifth, Alameda, Fourteenth, Los Angeles, Twelfth and Main sts. Accommodates kindergarten and the eight grades.

*District No. 28.*—Hewitt st. building, near East First st. Boundaries: First, Alameda and Banning sts., river, Fifth and San Pedro sts. Accommodates kindergarten and eight grades.

*District No. 29.*—Amelia st. building, near Jackson. Boundaries: Aliso st., the river, Banning, Alameda, First, Los Angeles and Olivera sts. Accommodates kindergarten and first six grades.

*District No. 30.*—Ann st. building, cor. Magdalena st. Boundaries: Los Angeles river, S. P. R. R. track and Alameda sts., and the Southern Pacific Railway to river. Accommodates kindergarten and first six grades.

*District No. 31.*—New Macy st. building, cor. Macy and New Macy sts. Boundaries: S. P. R. R. track, Alameda, Aliso and Los Angeles river. Accommodates kindergarten and first three grades.

*District No. 32.*—Macy st. building, junction Brooklyn and Bridge sts. Boundaries: Alhambra, Orizaba, Wabash, Enchandia, Bridge, Bailey, First, Boyle and Fourth sts. and the river. Accommodates first five grades.

*District No. 33.*—Cornwell st. building, cor. Sheridan st. Boundaries: Mission, Griffin and Lancaster sts., East City line, Brooklyn, Fickett, Michigan, Bailey, Bridge, Enchandia and Wabash sts. Accommodates kindergarten and first four grades.

*District No. 34.*—Breed st. building, cor. East Third st. Boundaries: East Fourth, Boyle, East First, Bailey, Michigan, Fickett, Dearborn and Stephenson sts., East City line, South City line and the river. Accommodates kindergarten and the eight grades.

*District No. 35.*—East First st. building, cor. Savannah st. Boundaries: Brooklyn ave., East City line, Stephenson, Dearborn and Fickett sts. Accommodates first four grades.

High School: Castelar and Rock sts. District, the whole City.

Night School: In the Spring st. building. District, the whole City.

## MEMBERS BOARD OF EDUCATION.

The following persons have served as members of the School Board during the past eight years, or are serving now:

Ashman, James.....	1893 to 1895	Johnson, E. P.....	1888 to 1889
Averill, Mrs. A. S.....	1887 to 1888	Kennedy, W. A.....	1895 to 1897
Barber, Dr. D. C.....	1891 to 1893	Kelly, Thos.....	1888 to 1889
Bassett, Thomas.....	1895 to 1897	Kierulff, Dr. B. F.....	1891 to 1893
Boal, Dr. R. H.....	1891 to 1893	Kurtz, Dr. Joseph.....	1886 to 1888
Buehler, W. H.....	1893 to 1895	Mansfield, John.....	1892 to 1893
Cochran, Dr. W. G....	1885 to 1886	Marsh, M. C.....	1891 to 1893
Cox, E. J.....	1889 to 1891	McIntosh, W. P.....	1889 to 1891
Crawford, Dr. J. S....	1887 to 1889	Morrison, Dr. R. W..	1891 to 1891
Crowley, C. E.....	1891 to 1895	Patty, L. R.....	1893 to 1895
Davis, T. J.....	1891 to 1893	Pepper, Dr. C. T.....	1893 to 1895
Day, Chas. E.....	1887 to 1889	Pitman, J. S.....	1895 to 1897
Earl, C. N. ....	1886 to 1888	Pomeroy, A. E.....	1888 to 1891
Elliott, J. M.....	1885 to 1887	Powers, E. E.....	1889 to 1891
Ellis, C. J.....	1889 to 1891	Platt, J. C.....	1893 to 1895
Embody, N. S.....	1887 to 1889	Roberts, G. D.....	1892 to 1893
Frew, J. M.....	1889 to 1891	Shafer, A. C.....	1891 to 1891
Fulton, S. E.....	1895 to 1897	Simonton, G. W.....	1895 to 1897
Garland, W. M.....	1895 to 1897	Stein, F. W.....	1893 to 1895
Gaffey, J. T.....	1891 to 1892	Thurston, C. P.....	1887 to 1888
Gibson, F. A.....	1884 to 1886	Trask, D. K.....	1893 to 1895
Gosper, J. J.....	1889 to 1891	Wade, R. D.....	1885 to 1887
Graham, F. S.....	1886 to 1888	Whaling, M.....	1889 to 1891
Grubb, E. L.....	1895 to 1897	Wills, Dr. W. L.....	1893 to 1897
Hale, Robert.....	1895 to 1897	Witmer, J. M.....	1891 to 1892
Hitchcock, Dr. W. W.	1891 to 1892	Woodbury, F. C.....	1889 to 1891
Hughes, Mrs. M.....	1892 to 1895	Wright, E. T.....	1884 to 1886

# ALUMNI OF THE HIGH SCHOOL.

## CLASS OF 1875.

Yda Addis (Storke)	Lillie Miliken (Coulter)
Henry O'Melveny	Addie Gates*
Jessie Peel (Church)	Henry Leck
Mary Thomas (Brown)*—7	

## CLASS OF 1876.

Olive Gibson (Marshall)	Mary Chauvin*
M. Eva Myers (Eshelman)	Helen White (Del Valle)—4

## CLASS OF 1877.

Ella Adams (Sippy)	Nannie Strauss (Dunsmoor)
Birdie Austin (West)	Edward Rimpau
Fannie Bernstein (Flater)	Frank Rimpau
Emma Whisler (Gillson)	George Williamson
Fannie Benjamin	Nelson Williams
Nannie White (Northcraft)	Kate Caystile (Porter)—12

## CLASS OF 1878.

Betty Anderson (Lewman)	Albertine Haley (Pironi)
Andrew Glassell	Ada Connor (Patten)
Fannie Kalisher (Livingstone)	Glassell Patton
Lulu Ferguson (Hayes)	Claudina Rimpau*
Abram Edelman	Hugh Glassell—10

## CLASS OF 1879.

Kate Brousseau	Nettie Morey (Deming)
Arthur Bent	Mary E. Foy
Jessie Overman (Collins)	A. Scott Chapman
Ella Gird (Lamb)	George D. Howland
Jennie Greenbaum (Spiers)	Carrie Smith
Charles Bell—11	

## CLASS OF 1880.

Ada Biles (Marshall)	Rebecca Laventhall
Albert Clapp	Nellie Curtis (Rorick)
Sara C. Reese	William Grosser
Lulu Entwistle (Hinton)	Lizzie S. Thayer
Maurice Hellman	Jessie Gibson (Dunham)
Mamie Woodworth (Woods)	Edward Meserve
Edith Hadley	Henrietta Rosson (Wood)
Robert Strauss—15	

\*Deceased.

CLASS OF 1881.

Linda Austin (Heald)	Adele Condit (Bloeser)
William Batchelor	Adele Behn
Josephine Dryden	Casper Cohn
Birdie Connor (Eversole)	Mary A. Gilday
Herman Heinsch	Belle Childs (Knox)
Bertha Hellman (Meyberg)	Theodore Savage
Dillie Chick (Patton)	Evelyn Lothian (Mock)
Richard Stephens	Mattie Coffman
Alice Weil	Harry Tibbetts

Lizzie Weston—19

CLASS OF 1882.

Elma Ball (Stewart)	Mabel L. Hall (Forsyth)
John M. Averill*	Hanna P. Ball (Harris)
Benjamin C. Bryant	Laura Meyer (Loewenthal)
Bentinck Boyd	Effie M. Baxter (Belvin)
Ella Newmark (Seligman)	Robert R. Dominguez
Ada F. Barrows	Adele O'Melveny
Fred Fisher	Margaret J. Davis (Ralphs)
Allie Richardson	Leland N. Kercheval
Clara Stoltzenberg	Lizzie Pickering (Davids)
Emma Fleishman (Elder)	Laura E. Thomas (Carter)
Jeannette Lazard (Lewin)	Agnes J. Wilson

Lowman Nevin—23

CLASS OF 1883.

Anna Alward (Eames)	Lucinda Foy (Herron)*
Margaret Phillipson	Della Baker
Emma Grebe	Edmonia Price
Belle Borton	Mary Green (Frost)
Edward J. Harper	Minnie S. Baxter
Anna Morrison (McClatches)	Louis Mendelson
Josephine Dol	Loretta Newell (McPeck)
William A. Ryan	Adolph Strauss—16

CLASS OF 1884.

Minnie L. Ames	Florence Potts
John B. Frick	Eva Byram
Gertrude Taft	Rudolph C. Heinsh
Margaret L. Craig	Helen M. Thornton (Beebe)
Herman Kerckhoff	Annie S. Field
Albert G. Lang	Alice C. Fitch
Nellie Weston	Harry H. Mayberry
Pearl Kent (McClain)	Jessie Yarnell
Edward E. Milner	Ella Lechler (Leslie)

\*Deceased.

## CLASS OF 1884—Continued.

Charles P. Bagg	George J. Philbin
Amanda Mathews	Ben P. Coulter
Guy O. Bose	G. J. Mueller (Waldenfels)

David Edelman—25

## CLASS OF 1885.

Ada E. Baxter (Bryant)	Alice C. Miller.
Clinton A. Bradley	Ina M. Baxter (Boal)
Minnie S. Moody (Bridge)	Edward R. Bradley
H. N. Beckett (Trefethen)	Caroline A. Mueller (Berklien)
Jesse D. Burks	Lulu L. Frick (Pierce)
Lillie A. Newell (Kimball)	Arthur C. Harper
Minnie A. Hamilton (Harper)	Leslie R. Hewitt
Anna L. Hazeltine (Clark)	Mary Ogden (Ryan)
Charles Lantz	Camilla Hellman
Marian Otis (Chandler)	Edward Railton
May McCellan	Ellen N. Reavis
Thomas E. Rowan	Ella Stoltenberg
T. Berry Boal	Annie L. Tibbetts (Cooper)—26

## CLASS OF 1886.

Jennie Frankenfield	Maggie E. Thomson
Frank A. Garbutt	Dollie Hodgman (Harndon)
Daisy D. Vogel (Curler)	Will N. Hisey
Meta Potts (Nolton)	Will D. Byram
Carl Kurtz	Lulu Snook
Homer P. Barl	Herman Lichtenberger
Edith C. Speedy	Charles Forman

Percy Schumacher—15

## CLASS OF 1887.

Katie Bottomes (Reardon)	Hattie Perkins (Marchant)
Marco Hellman	Mary Desmond
Florence Riley	Marco I. W. Hellman
Victorine Dol	Antonio Schwannecke
Moses G. Norton	Cordelia Dunkelberger (Orem)
Maggie Shields	Carl G. Packard
Amelia Gassen (Whitmeyer)	John A. Brewer
William H. Waste	Mary L. Hayes
Samuel T. Curson	Henry P. Wilson

Thomas J. Foster—19

## CLASS OF 1888.

Abbie V. Denny (Taggart)	Leonhard G. Hilpert
Mary H. Gilmore	Barton H. Marquis

CLASS OF 1888—Continued.

Adda F. Gish	Edward L. Mayberry, Jr.
Emma M. Haines (Munson)	Daniel C. Mulock
Estella Haines	Edward S. Pauly
Miranda Jacobus	Winfred J. Sanborn
Hattie M. LaDow	Walter S. Sanders
John N. Halter*	Leonard F. Shepard
Walter R. Hanna	William W. Weller—18.

CLASS OF 1889.

Carrie M. Arnold	Annie I. Johnson
George B. Beebe	Samuel McKinlay, Jr.*
Ellen A. Booth (Hildreth)	Ira More, Jr.
Durell Draper	Laura C. Noyes
Asbury M. Foster*	Walter L. Newton
George L. Goldsworthy	John S. Perry
Burton E. Green	Cora A. Reavis
Walter F. Hass	Fred. A. Stephenson
A. Stevens Halsted	William I. Stewart
Mary Haskins (Coxhead)	Florence A. Stull
Samuel M. Haskins	Edwin C. Van Dyke
Flora G. Howes	Henry S. Van Dyke
Agnes Jacobus	Henry S. Williams—26.

CLASS OF 1890.

Anna D. Austin	Letha M. Lewis
Russ Avery	Mary Mansfield
Xora Avery (Tompkins)	Edna Marsh
Bertha Borchers	Norman R. Martin
Robert N. Frick	Thomas P. McCrea
Jonathan M. Gilmore	Walter C. Miller
Luther M. Green	Charlotte W. Pinkham
Henry Hay	Frank D. Stephenson
Gertrude Henderson	Clarence W. Stevens
May C. Holland (Offutt)	Alexander M. Tuthill
Grace Hubbard (Jacobs)	Thomas R. Warren—22

CLASS OF 1891.

Isabel F. Ardito	Eugene Pitcher
William H. Booth	H. Franklin Sheldon
Joseph F. Bumiller	Albert Sherer
Belle Cooper	William W. Stephens
Cora M. Cass	Maude S. Tufts
George F. Doty	Berton E. Vickrey
	Sadie A. Whitehead—13.

\*Deceased.



## CLASS OF 1892.

## WINTER.

Clara G. Bennett  
 Mary E. Burton  
 Edward H. Garrett  
 C. Bertram Gilbert  
 J. Darwin Gish  
 William P. James

Arthur W. P. Kinney  
 Edward B. Landt  
 Bertha Oliver  
 Carl Pauly  
 Lionel C. Wells  
 Lou D. Whipple

Bertha Worm—13

## SUMMER.

Harry L. Alexander  
 Edward E. Bacon  
 Norman T. Bourland  
 Corrie Bruere  
 Owen S. Chase  
 George P. Cook  
 Grace H. Crabbe  
 Florence E. Crow  
 Donald J. Frick  
 Ada E. Hutton  
 Joseph M. Irvine  
 Freeman M. Kincaid  
 Leon E. Lampton  
 Mabel Locke

Marie K. Longstreet  
 Grace E. Mathes  
 George L. McKeeby  
 Henry H. Meyer  
 George O. Noble  
 Sherrill B. Osborne  
 Verda S. Park  
 Lizzie Ritchie  
 Leone Seward\*  
 Nellie E. Smith  
 Fred A. Temple  
 George P. Wilson  
 Edwin W. Winston  
 Lilian Zech—28

Total for 1892—41.

## CLASS OF 1893.

## WINTER.

Justina M. Bartning  
 Ralph Day  
 Matilda M. Hammel  
 Camille Hellman  
 Leah Hellman  
 Sadie E. Libby

Thirza N. Marchant  
 Alice L. Moody  
 Leslie H. Rhuart  
 Rose F. Smith  
 Arthur L. Stoll  
 Nella A. West—12.

## SUMMER.

Richard H. Alexander  
 Allena Bidwell  
 Susan A. Bingham  
 Anne L. Bixby  
 Harry B. Blakeley  
 M. Myrtle Brotherton  
 Arthur W. Bumiller

Charles E. Hass  
 Gertrude E. Hall  
 Malcolm M. Hays  
 Blossom K. Hutton  
 Adolph E. Knoch  
 Israel Ludlow  
 Camilla S. McConnell

\*Deceased.

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CLASS OF 1893—*Continued.*

## SUMMER.

Richard B. Chapman	Walter M. McIntosh
C. Alma Conklin	Albert M. Stephens, Jr.
Gertrude L. Cook	John C. Stockwell
Louise K. Airein	Harry C. Turner
Emilie L. Langworthy	Leon W. Umstead
Harry H. Germain	George A. Wright—26.

Total for 1893—38.

## CLASS OF 1894.

## WINTER.

Mattie E. Williamson	James Berry Stanton
Christine Clark	Gertrude Venning
Jessie May Young	George Curtis DeGarmo
Walter Herbert Stephens	Della Blanche Neagle
Carrie E. J. Blanchard	Richard Stanley Harris
Mary Lavina Dryden	Annie Laura Gould
George Nathan Black	Edith Haverstick
Marilla D. Blanchard	Melville Dozier, Jr.
Edmond Myer Lazard	Effie Orina Means
Florence May Jones	Augustus D. Harper
Alexander H. Moore	Frank Rolfe.—22.

## SUMMER.

Frederic V. Abbott	Stacey F. Catey
Jacob G. Chichester	Clyde E. Ebert
Arthur K. Goodwin	Ralph B. Hubbard
Daniel Hinds Laubersheimer	Cyrus G. Lewis
Addi W. Lyon	George W. McDeil
Edgar B. Moore	Charles W. Musselman
Henry Z. Osborne, Jr.	Roberts Betts Parsons
Frederick Wilcox Shoemaker	Jacob M. Steinert
Roys Nelson Strohn	Otto T. Wedemeyer
Emmet Homer Wilson	Cyril Wigmore
Katherine Lewis Baker	Clara Elizabeth Bosbyshell
Vida Helen Berry	Jeannette Dickinson Bradley
Thirmuthis A. Brookman	Katherine Belle Burton
Mae Christine Campbell	Alice Cecelia Cooper
Belle Crowell	Annie Mason Ellsworth
Harriet Keever Longstreet	Sue Mae Mathes
Annie Pease	Josephine Richel
Adah M. Stroup	Maud Frances Turner
Katharine Fleming Ward	Agnes Gertrude Ward
Marion Criss Whipple	Grace Myrtle White
Grace Harriet Cole—41.	

Total for 1894—63.

## CLASS OF 1895.

Frank George Goodenow	Carrie Duvalle Ellsworth
George Norris Mackenzie	Katherine Harkness
John Pease Norton	Clara Margaret Jansen
Emmet Alonzo Renfro	Mary Eleanor Young
William R. Riner	Jacob Leon Blum
Rose Frances Clippinger	Ward Chapman
Pauline Elizabeth Cornwell	Howard Damon Ebey
Amy Eugenie Fallon	Frederick E. Engstrom
Carrie Louise Field	William Joseph Ford
Edith Linwood Furrey	Victor Hendricks Henderson
Mabel Elizabeth Guinn	William A. Innes
Mary Bessie Hale	Walter Ransome Leeds
Edith May Hodgkins	Frank Arthur McBurney
Mabelle Jacqueline Hunter	Aloysius I. McCormick
Rae Ward Kingsbury	William P. McIntosh, Jr
Vandie Emmaretta Mattice	Maurice A. Newman
Gertrude Adeline McCrea	Samuel Tilden Norton
Helen McGaughey	Ernest Oliver Warner
Mary Isadora Merritt	D. Wentworth Packard
Maud Audrene Morris	Herman Casad Smith
Bertha Margaret Phelps	Rea Everett Smith
Helen Brooke Pinney	Dwight B. Steen
Nina Ellen Rice	Victor Baldwin Stewart
Florence Addie Ritchie	George Augustus Tweedy
Eleanor Jane Rogers	Albert Concer Whitaker
Mabel Rose	Lena Grace Bartholomew
K. Opal Weaver	Stella Clark Beckley
Carolyn Winston	Mamie E. Bennett
Edward P. Brousseau	Charles Nicholson Wright
Ralph W. E. Cole	Nestor A. Young, Jr
William H. Harrison, Jr	Sadabel Austin
Harry Legrande Hough	Leah May Blesto
William Parry Jolliffe	Delia Isabel Butterworth
Randall Hunt Ludlow	Alice Grey Crowell
King Mealey	Elizabeth Isabel Gibson
Martin Paul Nolte	Maud Bertina Gregory
Sylvan H. Susskind	Alice Gem Hall
Walter M. Umsted	Helen Louise Sinsabaugh
Neal Bayard Vickrey	Minnie E. Stevens
William Lewis Wolfskill	Sara Bell Yarnell—80

## PRESIDENT'S ADDRESS.



*To the People of Los Angeles :*

Your Board of Education present to you this, their annual report, feeling sure that you will find in it many features of interest and statistics of work done which we trust will meet your approval.

We feel grateful for the very pronounced public sentiment which has sustained us through many difficult and trying situations.

It is the great desire of your Board that in a city of such rapid growth and prosperity as Los Angeles the educational facilities should keep pace with other lines of progress.

It is impossible that this can be done without carefully planning for the future. It is the more intelligent class that we desire to have settle among us, and educational facilities are among the first things that such people will look for when considering the making of a home for their families. Your Board of Education and your teachers will make just as good schools as the citizens will sustain them in producing.

To this end we would urgently invite the public to make themselves familiar with the methods, work and aim of our public schools, since no successful advance can be made without the sympathy and co-operation of the parents.

We are glad to note the increase during the past year in the attendance upon our schools, this year 14,202 having been in attendance, against 11,640 last year, or an increase of over 21 per cent. Notwithstanding this increase of 2,512 pupils, we close this year with a balance in our treasury of \$30,157.52.

The overcrowded condition of our schools strongly demanded increased facilities in added rooms and new buildings, in order to properly care for the pupils.

# LIBRARY PRIVILEGES



*To the Honorable Board of Education:—*

On May 2, 1889, shortly before the Library opened in its present quarters, the teachers of the City Schools were put upon the free list of the Los Angeles Public Library. In December of the same year the Librarian was appointed a committee of one to confer with the School Superintendent regarding a plan for circulating books in the Public Schools; but it was not until October of the following year that satisfactory arrangements were made and the following resolutions adopted by the Board of Library Directors:

1st—Each teacher may draw not to exceed 20 books at one time, a requisition being made upon the Library, as per blank. Books may be retained four weeks.

2nd—The schools to be divided into four districts, one district exchanging books on each Wednesday of the month.

3rd—The teacher is required to send to the Librarian the names of the pupils drawing books at the schools, in order that they may not draw books at the Library at the same time.

4th—Any books damaged, or lost while in circulation under these rules, to be replaced by the Board of Education.

5th—The Board of Directors of the Library to furnish catalogs to each school, and Juvenile Finding List to each teacher. Entire resources of the Library to be at the disposal of the schools.

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In return for these privileges the Public School Library was incorporated into the Public Library, and the Board of Education agreed that the Library Fund of the Public Schools

should be used each year for the purchase of books most available for circulation in the schools, through the medium of the Library.

Teachers are given free access to the shelves, where they may examine the books, selecting such as are specially adapted to the needs of their pupils. A special Library attendant is detailed to aid teachers.

The High School teachers were not at first included in this arrangement, their Library remaining in the High School Building ; but the privileges were soon extended to them.

Several of the High School teachers have taken classes to the Library, personally directing research and teaching pupils the best use of catalogs and general works of reference.

SCHEDULE OF PUBLIC SCHOOL BOOKS IN LOS ANGELES PUBLIC LIBRARY.

Date	No. of Books
Dec. 1891, Original Library, many of which have since been discarded.....	916
Dec. 1891, By purchase (\$498.50).....	504
Dec. 1892.....	.....
Dec. 1893, By purchase.....	266
Dec. 1894, " " .....	142
Dec. 1895, " " .....	309

Total number of Public School Books in Library.....2,137

CIRCULATION TO SCHOOLS.

Date	No. of Deliveries	No. of Teachers	Books Circulated
1891-92 .....	33 .....	123 .....	5,202
1892-93 .....	33 .....	137 .....	11,650
1893-94 .....	33 .....	145 .....	15,116
1894-95 .....	31 .....	156 .....	17,490

1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the problem.

1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the problem.

2. Once the problem is identified, the next step is to define the objectives and goals of the project. This helps to clarify what needs to be achieved and provides a clear direction for the team.

3. The third step is to develop a plan or strategy to address the problem. This involves breaking down the problem into smaller, manageable tasks and determining the resources needed to complete them.

4. The fourth step is to implement the plan. This involves putting the strategy into action and monitoring progress to ensure that the project is on track.

5. Finally, the fifth step is to evaluate the results of the project. This involves assessing the outcomes against the objectives and goals to determine the effectiveness of the project and identify areas for improvement.

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4. The fourth step is to implement the plan. This involves putting the strategy into action and monitoring progress to ensure that the project is on track.

5. The final step is to evaluate the results of the project. This involves assessing the outcomes against the objectives and goals and identifying any areas for improvement.

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2. Once the problem is identified, the next step is to define the objectives and goals of the project. This helps to clarify what needs to be achieved and provides a clear direction for the team.

3. The third step is to develop a plan or strategy to address the problem. This involves breaking down the problem into smaller, manageable tasks and determining the resources needed to complete them.

4. The fourth step is to implement the plan. This involves putting the strategy into action and monitoring progress regularly to ensure that the project is on track.

5. The final step is to evaluate the results of the project. This involves assessing the outcomes against the objectives and goals and identifying any areas for improvement.

1. The first step in the process of identifying a problem is to recognize that a problem exists. This involves gathering information about the situation and identifying the specific issue that needs to be addressed.

1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the problem.

2. Once the problem is identified, the next step is to define the objectives and goals of the project. This helps to clarify what needs to be achieved and provides a clear direction for the team.

3. The third step is to develop a plan or strategy to address the problem. This involves breaking down the problem into smaller, manageable tasks and determining the resources needed to complete each task.

4. The fourth step is to implement the plan. This involves putting the strategy into action and monitoring progress to ensure that the project is on track.

5. The final step is to evaluate the results of the project. This involves assessing the outcomes against the objectives and goals and identifying any areas for improvement.

2

3



# Report of Drawing Teacher



*To the Superintendent of Schools :*

SIRS — Owing to the changes in methods, the special studies naturally suffered to some extent ; still, on the whole, the drawing during the past year progressed in a satisfactory manner.

The section meetings of teachers for instruction in drawing were well attended, and the results shown in the class room proved that the time so spent was of great benefit to the teachers, and through them to their pupils.

The study of drawing gives a distinct knowledge, and leads to accurate habits of observation, cultivating the reasoning faculties and the will, bringing the eye and mind into the closest relations, and making the hand the organ and servant of both.

Teachers have also found the drawing a remedy for correcting idle and careless habits.

I would recommend that if possible the drawing lessons should be given at a regular time. This is especially necessary for a careful supervision of the work, the constant growth of our schools requiring new teachers, many with but little practical knowledge of drawing and the handling of classes, and scarcely any in the drawing and making of models.

In the High School we need models and casts of architecture and historical ornament.

My assistant, Miss Hutchinson, has been in every way helpful, and I wish to thank the teachers for so heartily aiding me in several "innovations," especially in the first and second grades.

Respectfully,

MRS. C. P. BRADFIELD,

Supervisor of Drawing.





SPRING STREET SCHOOL

## Report of Writing Principal.



### *To the Superintendent of Schools:*

The first work of your special writing teacher at the beginning of the year was a series of teachers' meetings. He met the lower grade teachers at 2:30 P. M., and the upper grade teachers at 3:30 P. M. These meetings were held once a month during nearly the entire school year, and were well attended. The work done at the teachers' meetings was largely of a normal character, the special teacher mapping out the work, discussing ways and means and methods, and giving a large variety of exercises for drill work. He found the teachers attentive and interested, with note book and pencil in active use.

In his regular monthly visits to the different rooms of the different schools of the city, your special teacher found his instructions to the teachers carried out faithfully and conscientiously, with very few exceptions. He would frequently find a whole blackboardful of exercises similar to those given to the teachers, and the pupils' practice papers would almost invariably show the trend of things to be in the right direction.

But while the regular teachers are faithful, honest workers, one thing is to be regretted—and perhaps no one regrets it more than the teachers themselves—and that is that the average teacher is herself very deficient in penmanship. She knows this, and acknowledges it. This is what renders a special teacher of penmanship in the public schools practically a necessity. No one is especially enthusiastic in teaching a branch in which she is deficient, and for that reason no branch is so liable to be neglected as penmanship.

A word about copy-books. The only purpose a copy-book can possibly serve is that of furnishing correct models. But a copy-book model is a cold and lifeless thing, utterly devoid of inspiration to the pupil. In the absence of the guidance and skill of a special teacher, or in the absence of skill enough on

the part of the regular teacher to place reasonably accurate copies on the blackboard in a live and spirited way, it would seem that the copy-book might be of some use. But even then it is apt to do more harm than good unless rightly used. Nothing inspires the pupil so much as a bright, healthy, spirited copy, fresh from the pen or crayon of a live teacher. The special teacher should make it a point to cover some part of the blackboard in every room from time to time with the product of his skill in the form of sparkling and life-inspiring exercises and copies, not of the silly, spread-eagle style, but strong, simple and sensible. This is another way in which the special teacher reaches all of the school children of the city in a most effectual way.

The copy-slips that were introduced last year for use in the sixth, seventh and eighth grades are not without merit to the pupil or self-learner who knows how to practice ; but they are not well adapted to school-room use. To undo and put up again the rubber-banded cases, and to hunt up and replace properly the required slips consumes considerable time, and causes more annoyance than the teacher should be needlessly subjected to. The teachers who tried them last year would not feel especially offended were someone inadvertently to refer to the copy-slips as a nuisance.

There was some complaint last year among the teachers on account of the insufficient and irregular supply and poor quality of stationery for penmanship purposes. There certainly ought not to be the shadow of a cause for complaint along this line. The teacher has work and vexations enough in looking after the welfare of the forty to sixty pupils in her room, even under the most favorable circumstances, and ought not to be further handicapped by reason of insufficient or unsuitable stationery supplies.

In regard to practice paper, the different grades should be supplied with paper properly ruled and already cut to uniform size, so as to save bunglesome tearing, resulting in ragged-edged and untidy sheets of irregular sizes. I would recommend for the first and second grades sheets cut to a size  $5\frac{1}{4}$  inches square, with base-line rulings  $\frac{3}{8}$  of an inch apart, and additional head-line  $\frac{1}{8}$  of an inch above each base line, to

mark the height of the one-space letters. For the third and fourth grades I would recommend paper cut to a size of  $5\frac{1}{4} \times 8$  inches, with only base-line rulings, running the short way, and the ordinary distance apart. These two sizes,  $5\frac{1}{2}$  inches square, and  $5\frac{1}{4} \times 8$  inches can be cut from the  $16 \times 21$  flat papers without any waste. For the grades above the fourth, I would recommend paper cut to  $7 \times 8\frac{1}{2}$  inches in size, and ruled the long way, ordinary foolscap ruling. This size can be cut from the  $14 \times 28$  flat papers without waste.

The full-size folded foolscap with which the upper grades have been supplied is an inconvenient size to handle. The teachers, as a rule, would tear the folded sheets into half-sheets before distributing, but this takes some time, and what is worse, leaves a rough, irregular edge, the sight of which is not conducive to neatness and care. Besides, the size of such a sheet, about  $8\frac{1}{2} \times 14$  inches, is too large for the desk, and is a prolific source of bad positions, inasmuch as the pupil will invariably place the long edge of the paper parallel with the long edge of the desk, to prevent the sheet from projecting over the front of the desk. This position of the paper causes bad position of the body.

It is gratifying to know that slates, as a part of the pupil's outfit, are almost a thing of the past.

There was some pressure brought to bear from some of the buildings to introduce the so-called vertical writing. In view of the sweeping "reforms" attempted last year in our school work, your writing supervisor did not feel justified in encouraging any radical changes in the style of penmanship taught. Two or three of the schools tried the vertical style in a limited way, and the results were apparently good. A further discussion here of the relative merits of the vertical and slant systems would make this report too lengthy. I will say, however, that the mere matter of slant or no slant cannot possibly affect, to any great extent, the vital issues involved in learning or teaching penmanship. Longhand is made up of a multitude of little lines or strokes. To make them easily and quickly and with reasonable accuracy requires much practice. It is the teacher's mission, first, to direct this practice in a systematic and scientific way; second,

to see that the pupil gets enough of such practice. Whether vertical strokes can be made as easily and quickly as slanting ones and with as good results, or more easily and quickly with equally good or better results, cannot be settled by theorizing, nor by profound discussions by those who can neither write nor teach writing themselves. It is a matter of experiment.

It must be quite clear, however, that there must be some method and uniformity observed if such experiments are undertaken. Haphazard attempts here and there by any teacher who may take a notion to try it would not be wise.

With grateful acknowledgement of the courtesies shown me during the past year by the teachers and officers of the Los Angeles schools, I am,

Very respectfully,

E. K. ISAACS.

Los Angeles Cal., Sept. 1, 1895.



## Report of the Music Principal

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### *To the Superintendent of Schools :*

SIR—In presenting this, my third annual report in music, I take great pleasure in saying the work has steadily grown since its introduction into the schools. As I have only worked on half time, it has been impossible, in a city this size, to get very near to the individual pupil. Therefore, my purpose has been to get teachers into line and supervise the instruction.

All one needs to convince him that there is great educational value in music is to look into the faces of the pupils when a class of any grade are being led by an intelligent teacher, herself interested in the subject. She is able to interest "the passive, or actively troublesome," and the strong and steady pupil is made to feel that he is helping his mate to express himself, and thereby giving him power over himself.

Children love to sing. Everywhere they delight to express themselves musically.

The purpose of the work in its entirety is to train the pupil to listen with care and to think about what he hears ; to express in good voice that which he discovers ; to train the hand to represent what he hears and discovers ; to form the habit of looking for the thought expressed in every musical composition ; to develop in the student a love for good music.

In order to accomplish this the boy and girl get as much mental discipline as in any other study, while the moral discipline is invaluable. It is a false idea to train the child only in those studies which will return him dollars and cents. It should be the province of the public school teacher to develop all of his faculties—to teach him to love and desire that which is good. "So great is the good or so fearful the evil that may come to the child through his added power, it



behooves us to spare no pains to make this power for righteousness, truth and beauty," is what Miss Arnold says of teaching reading, which holds good in music. If poor music is presented or the teacher has a low estimate of the development of the subject the child were better untaught. It is a dangerous subject, because it is an expression of the emotional nature, and has much to do with the formation of character.

In teaching music, as in teaching anything else, the teacher must have high ideals, if she does the child justice. Having a high ideal, she should make an earnest effort to attain that ideal.

I am glad to be able to report that, as a body, the teachers have done good, conscientious work, and I have every reason to believe they have enjoyed it. A few less fortunate in their education have found it very difficult. In all cases where the instructors have handled it *cheerfully* the learners have been eager for the lessons.

In going from the city schools into the Normal I leave with regret my co-workers, and take this opportunity of thanking them for their help in doing that which seemed best for the pupils.

Few teachers have had the musical training necessary to carry on the work without direction, and I feel confident they will desire a director. The better the teacher does her work the more she will feel the need of help, because she has not had the training that is being offered and made easy for the children of today.

So much is required of the teachers, in every subject, that it must lead to the employment of more specialists to work with the regular teacher.

Respectfully,

JULIET POWELL RICE,

Principal of Music.

# Report of Calisthenics Principal



*To the Superintendent of Schools :*

The programme of calisthenics for the last year, with the latest additions and alterations, was heartily welcomed by teachers and pupils to such an extent that it encouraged me to come forward again with a new set of exercises for the higher grades.

Any further extension of our department of physical culture must necessarily lead us to the erection of gymnasiums for our schools, such as some of the larger cities of our (in all educational branches) rapidly advancing country have already adopted.

To illustrate some of the gymnasium work as could well be added to our programme for our public schools, and as much as the limited space in the class room, which naturally excludes all tactics and walking and running exercises, will permit, allow me to suggest the adaptation of the ingenious arrangements of Professor Bessing, of this city, formerly connected with our State Normal School, which allows us, without running about or hunting for the necessary apparatus, to do a good deal of gymnastic work in the short time of ten to fifteen minutes.

It is certainly the best addition to our work of physical culture as long as we do not have the gymnasium, which we need and should have, the place, where the development of every muscle of the body can equally and systematically be provided for ; where the circulation of the blood, the fluid of life, can be regulated ; where the nerve centers and their cords will find the necessary strength.

The American race is a naturally strong and healthy one ; but, must we be satisfied with the good when the better and best can be reached ? Must we physically stand still, not to speak of going backward, when we mentally move forward

with the greatest velocity? Can the mentally well-developed man make use of his hard-gained knowledge when the body fails to support him? And, if the present generation complains about too much mental strain for our children in the schools of our day and their nervous weakness, what will become of their offspring, when finally, as the world is fast progressing and the school work increasing from year to year, the physical condition of the race is giving away under the weight of the mental strain?

As we send even the naturally bright children to our schools to be mentally developed to the highest possible degree, why not strengthen and develop to the fullest extent our healthy and all sorts of sport-loving children?

These various sports have undoubtedly great effect in developing some muscles of the body, but they will build up and develop only a certain set or sets of muscles. Bicycle riding will mostly benefit the lower part and neglect the upper part of the body. Frequently, through neglect and carelessness of the rider, it injures the respiratory part and deforms the often well-built young man. The putting of the shot, nearly always practiced with either right or left arm only, will merely develop the one arm. Walking and running are very good exercises for the lower and respiratory parts of the body, but neglects the whole upper part, as neck and arms. The baseball game is a very healthy sport, and will develop the arms and hands in catching, throwing and batting, but not in lifting, pulling, etc. Riding on horseback is a very much desired exercise, but it also neglects the upper part of the body. Even boxing and wrestling alone are not the means of giving the desired development in all directions, besides being practiced only by the few, while the great majority is looking on.

In summing up, the objections to all of these and other sports are :

1. They are mostly used in their one-sidedness, hardly ever in connection with each other, so as to bring about the desired development of the body to the greatest possible perfection. We need a system and a competent instructor.

2. They are mostly practiced by the naturally strong and healthy ones, and only with their best developed parts.

3. The great majority prefers to look on and to see the well-developed minority work hard just for the pleasure and entertainment of the vast audiences.

4. The naturally weak children will stand back, and not even make any attempt to keep up with their stronger and better prepared brothers and sisters.

Therefore, to bring all or nearly all children, young men and women to a certain degree of physical perfection and to create in them a better and more lasting desire for physical exercises than we now have, with our programme limited by space and time, we should build a number of gymnasiums for the benefit of our public schools during the day and for our young men and women after school time, under the direction of a competent instructor.

I hope soon to see the day when the physical development is as well taken care of as the mental development is at present.

Thanking you, the Honorable Board of Education, and all teachers in the city schools for the kind support which I always found in performing my duty, I remain,

Very respectfully,

C. J. ROHDE,

Special Teacher of Physical Culture.

754 S. Los Angeles St.

## Report of the Kindergarten Supervisor.



### *To the Superintendent of Schools :*

During the short time (six months) which the kindergartens of your schools have been under my supervision I am happy to report to you a marked improvement in the spirit and practical work of most of the teachers in this department.

In the beginning we were unfortunate in not having a supply of material with which to carry on our work, but were soon furnished with a requisition (for almost enough to fairly equip the twenty-one kindergartens) passed by the last Board of Education, which gave the Kindergarteners confidence and courage to go on with their work, and be happy in it.

Suggestions in regard to the games being played out of doors and not just before or after the recess were in most cases heeded. In order to make both those periods of greater value to the children some time for a gift lesson or an occupation should intervene. In my judgment too much time is taken where either occurs at periods followed by the other. With but few exceptions these and all other suggestions which have from time to time been given have been faithfully tried and carried into effect.

Group work (one of the best illustrations of individual training) was introduced. Group work suggests numbers many, rather than the individual, does it not? But group work means this: Several children unite in producing a definite result; *each* must have a clear idea of what he wishes to do and the way to do it; *each* must in turn lead and follow; *each* must have the clear, quick perception to place his material (whatever its nature, or how many kinds employed) in such position that all the rest watching him can in turn or by opposites do the same with precision and with a harmonious result. *Faithful following* leads to *careful directing*, and one who has experienced the pleasure of leading good, faithful

followers will cheerfully come into obedience, thus each individual is held to his best by the incentive of doing together a piece of work which depends upon *each* child for the beauty of the whole. *Not isolation*, but unity; *not mass*, but individuality.

It has been a pleasure to be thrown into personal contact with so many earnest persons as the Kindergartners of Los Angeles represent, coming as they do from *ten* different training schools, *seven* of which are exemplified by the directors. Ten of those occupying paid assistants' positions (practically pupil teachers) had not finished their first course of training. This fault is now corrected by the recent action of the County Board of Education, who require *two years' training* of at least *eight months each* before an applicant can receive a position or be paid a salary from the public funds.

This is a long step in the right direction, and only just to those who are willing to fit themselves for so important a work.

Heretofore there has been little or no instruction in science included in the training of some already in the work. By science I mean a real knowledge of botany, zoölogy, physiology and psychology. A few lectures on these subjects are not of much use.

But very little has been done in free hand drawing, illustrating and working *daily* with the children. In some cases the blackboards were too high for the children to reach; in some there were no boards; in most Kindergartens the blackboards were decorated elaborately (beautifully, if you chose to think so) but not with the charm of little fingers, nor with the traces of development and growth which the crude drawings of the children suggest. Blackboards should be in every room and low enough for the smallest child to reach with ease (eighteen inches from the floor is a good height.) Most of the rooms are sunny and well cared for in point of cleanliness.

The instruction for the first sessions was unavoidably upon the use of the second gift Beads. Lessons with color wheel, practical uses of clay, talks upon flowers and plant life, suggestions for brightening the children by games of ani-

mal life, songs and games, finger plays and group work, combining two or more gifts and occupations followed. The last lessons were the beginning of a critical study of the Education of Man, Fröbel's earliest work embodying the principles of his system of education. Prof. W. N. Hailman's translation of this book has placed in the hands of every Kindergartner, mother and educator the words and ideas of Fröbel in clear, concise and exact statements.

You will see that so little has been done that a beginning simply has been made. So many subjects have not been touched upon for lack of time, but the future has much in store under thoughtful, wise guidance.

Believing that it may be generally helpful to know in an exact way what the Kindergarten *claims to do* and *does do* for the child, I have elaborated somewhat a plan of work which will, I trust, meet with your approval. Not even *one phase* of the outline can be fully indicated in a cursory glance, as such a concise statement of so broad a field must be from necessity.

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## OUTLINE OF WORK IN THE KINDERGARTEN.

### I. LANGUAGE WORK.

Nothing is aimless in Fröbel's method with children, so we must look deeply for the value of stories and conversations in the Kindergarten. There are many phases of this work. A story is the child's first introduction into the world of the ideal in character and life. Its greatest value lies in helping a child to form a pure, noble idea of what man can be and do. The story tells him of the laws of life, awakens his imagination, stimulates his thought, directs his observation, quickens his sympathy, opens his senses to the wonders of plant and animal life, shows him his dependence upon all persons who labor for his comfort, gives him respect for labor, presents ideals of unselfishness, heroism, helpfulness; makes festivals real and uplifting; in fact, there are too many aspects to consider at this time. Conversation forms the basis of a correct use of language, and is a powerful aid in expression of ideas. All this leads to appreciation of literature, which is an essential of education.

2. FORM, COLOR AND NUMBER WORK. \*

The series of Gifts used to illustrate solids, planes, lines, points and reconstruction of lines and points into outlines, modelling in clay, wax or other plastic material are especially adapted to the development of the power to represent and create.

*Solids:*

1st Gift—Six colored balls. Lessons on color, form, movement, size; language lessons with every phase of work.

2nd Gift—Sphere, cylinder, cube. Contrast of form and connections. Effect of movement upon form as seen in twirling these type-forms. The beads are made like this gift, with color added.

3d and 4th Gifts—Cube divided into parts similar to whole and fourth parts unlike the whole, but same number as the third Gift. Especial use in building forms of life, beauty and forms of knowledge, all having their basis in mathematical relations.

5th and 6th Gifts—These gifts are more difficult than the powers of a little child would warrant handling, and belong properly in the connecting class or first and second primary.

7th Gifts—Tablets. Circular, semi-circular, square and triangular surfaces of wood in natural colors, light and dark, are used for surface representations, patterns of carpets, inlaid floors, wall paper and various designs.

8th and 9th Gifts—These represent lines straight and curved. The aid these are to the later representations in drawing can scarcely be estimated. The pictures and designs are often full of artistic suggestion. The slats and gonigraph (which is not in any of the Kindergartens here) illustrate lines, direction, formation, of surface limitation by outlining all geometric plane surfaces, as triangle, square, hexagon, parallel lines, and approach the circle quite conclusively to the childish grasp of simple outline. Lentils serve to represent points.



Sticks (or more properly wires) and peas. Reconstruction. The wires used represent lines, the peas, cork, wax or whatever material used represent points. These produce outline of all familiar objects, wheels, cubes, wagons, chairs, etc.

Natural Objects—Animals, fruit, flowers, seeds, etc., with stories to connect them with the child's own life.

Science work in connection with almost every lesson.

Sewing. Weaving, folding and cutting paper. Drawing. Cardboard and clay modelling. Interlacing, etc.

The physical training in connection with songs and games illustrate seasons, habits of animals, various trades, home life, and, in fact, all the activities which may come into the everyday experiences of the children. The music used should be simple, well selected, within the child's range of tone, and much care should be given to cultivate low, sweet, clear tones and correct expression. It is perhaps needless to remark that in the use of everything in the Kindergarten the moral nature is strengthened, habits of industry, obedience, accuracy, neatness, helpfulness, kindness, truthfulness and honesty are inculcated. It would be impossible, in such a report, to more than suggest the lines of thought and activity which are taken up in every good Kindergarten.

In connection with this work I wish to make the following suggestions :

1. That the promotion from the Kindergarten be based upon attainment, rather than age consideration, as heretofore.
2. That the primary grades be equipped with material suitable to enhance and make more lasting the ideas gained in the Kindergarten. That for this purpose they be supplied with 2nd Gift Beads, 5th, 6th, 7th, 8th and 9th Gifts, clay, facilities for blackboard drawing, and some occupations in connection with the formal studies of the school.
3. That primary teachers be given supplementary instructions on the use and application of these materials, so that their work may not be a repetition of what has been

done already in the Kindergarten, but advance as far as possible the children's growth.

The children who have had thorough training in the Kindergarten can easily take two years' work in one. It is a fact, now well known and tested, that children who have had two years of Kindergarten work are far in advance of older children who have not been so trained, in *these particulars*. They have greater powers of self-control, observation and expression; they are more attentive, obedient, intelligent and active; they have clearer ideas, greater sympathy and love for nature; are more truthful, honest, generous, orderly and industrious; their understanding and use of language has been greatly augmented by the talks, stories, games and plays. Is it not plain to everyone the advantage these children have over those who are less fortunate?

Fröbel asked: "What people and what time will be willing to sacrifice itself for the sake of its children?" Kindergartners ask what parents and what community will take the trouble to see what the Kindergarten does for the children? When will inner growth be more valued than external show?

The Kindergartners have gained in power to impress those with whom they come in contact by being more free to carry out their plans than before. The further insight which has come from the earnest study of Froebel's plan has made their work keen, alive, and glowing with the enthusiasm which only a free soul knows.

Although the supervision has been careful it has not been oppressive, and its aim has been to lift the Kindergartner out of routine into diversity, out of restriction into freedom, both of which must be based upon real knowledge of the children and the materials which they use.

Respectfully submitted,

CAROLYN M. N. CLAVERIE,

Supervisor of the Los Angeles Kindergartens.







NINTH STREET SCHOOL

# COURSE OF STUDY



# AUTHORIZED LIST OF SCHOOL TEXT BOOKS

ADOPTED BY THE  
BOARD OF EDUCATION  
OF LOS ANGELES CITY.

1895-96.

Second Reader, California State Series.....	\$ .40
Third " " " " .....	.65
Revised First Reader, California State Series.....	.20
" Second " " " " .....	.35
" Third " " " " .....	.50
" Fourth " " " " .....	.60
Primary Number Lessons, California State Series.....	.25
Arithmetic, Advanced, " " " .....	.50
Speller " " " .....	.30
Grammar " " " .....	.50
Language Lessons, " " " .....	.30
History of the United States " " " .....	.80
Elementary Geography " " " .....	.60
Advanced Geography, " " " .....	1.20
Webster's Common School Dictionary.....	.75
Normal Music Book, 1.....	.35
" " " 2.....	.65
" " " 3, Introductory.....	.45
" " " 3.....	.65
Bradfield's Drawing Books, Nos. 1, 2, 3, 4, 5, 6, 7, 8. ....	.10
Spencerian Copy Books, Nos. 1, 2, 3, 4, 5, 6, 7.....	.10
William & Roger's Pen Written Copy Slips, Abridged Edition, Reproduced.....	.25
American Standard Writing Speller.....	.05
" Blank Drawing Book.....	.10
National " " " .....	.05
Slate (8x12 inches preferred).....	....
Note Book.....	....
Ruler.....	....
Composition Book.....	....
Slate Cleaner.....	....
Sponge.....	....
Compasses.....	....
Triangle.....	....

# COURSE OF STUDY.

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KINDERGARTEN DEPARTMENT.

TIME--ONE YEAR.

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*Form*—Sphere, Cube, Cylinder, Square, Oblong, Triangle, Rhomb, Rhomboid, Trapezoid, Hexagon, Octagon.

*Lines and Angles*—Vertical, Horizontal and Oblique; Right, Acute, and Oblique Angles: Parallels.

*Color*—Name, and distinguished primary and secondary colors. Comparisons made with balls (1st Gift) and colored zephyrs.

*Occupations*—Sewing mats; folding and cutting work; work with sticks and peas.

*Modelling*—Sphere, Cube, Cylinder and modifications.



# PRIMARY DEPARTMENT.

Time For Each Class One-Half Year (20 Weeks.)

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## FIRST YEAR—B CLASS.

*Reading and Spelling*—Give oral lessons from chart and blackboard. The revised First Reader may be used at the discretion of the teacher. Combine word, phonic, and sentence methods. Begin with simplest words, names of familiar objects. Period I.—Select words from the first 17 lessons of the First Reader. Period II.—Select words to page 26. Have children write words on slates or ruled paper as soon as they are able. Endeavor from the first to impress children with the idea that the words mean something.

*Numbers*—Give such incidental work as naturally comes up with other lessons. Certain groupings grasped at sight, without counting by ones, e. g., the legs of animals; petals of flowers; the sides and corners of the cube, etc.

*Music*—See Music Manual.

NOTE:—Rote songs will be furnished for the primary grades. The readers and charts of the Normal Music Course will be used throughout the entire course. Loud singing should *not be allowed*.

## FIRST YEAR—A CLASS.

*Reading and Spelling*—Finish the Revised First Reader. Give frequent drills in elementary sounds. Pronounce words at the head of lessons and in lessons several times before allowing pupils to study or read. Have pupils make short and simple sentences containing the words in their lessons. See that they read the script as well as the print. Review frequently and have each lesson well read before passing it.

Have one or more pupils read the entire lesson at each recitation, sometimes coming forward and facing the class. Spell words in lessons, both by sound and by letter. Give special attention to articulation, pronunciation, and marks. The teacher should read to the class every day.

*Numbers*—Build numbers with objects to twelve inclusive, by grouping them (1) in equal parts, (2) in unequal parts. Separate numbers in the same way. Use cubes, squares, triangles, etc. Do same work with figures. Teach meaning and use of  $-$ ,  $+$  and  $=$ . Use ideas of State Primary Number Lessons, to lesson 41, but do not try to teach all found in those lessons.

*Music*—See Music Manual.

## FIRST YEAR—A AND B CLASSES.

*Supplementary Reading*—Badlam's First Reader.

*Writing*—Pupils should use long pencils, and they should be required to sit erect and hold their pencils correctly and naturally, from the beginning. Do not let pupils write too long at a time. The hand should have a rounded appearance when the pencil is properly held. Allow no writing with the left hand. Give much practice to the straight line, left and right curves, and principles. Give short words as you do letters, giving but one at a time. Illustrate on the blackboard in spaces ruled to correspond with slate and paper. Write each pupil's name and paste it in the front of his reader for constant reference.

*Language*—See Oral and Observation Lessons. Have the pupils tell in their own language what they have observed and investigated. Read and tell simple stories and have them reproduced orally by the children. Correct all faulty expressions. Full statements required in conversation and recitation. Teach pupils to recognize capital letters, the period and question mark. Have them construct short sentences containing words selected from charts, readers, and natural history work.

*Drawing*—Bradfield's Drawing Book No. 1. Dictation exercises. Drawing on blackboards. Drawing from objects.

## ORAL AND OBSERVATION LESSONS:—

Object, to train observing powers.

*Zoology*.—Give lessons on common mammals: *e. g.*, cat, dog, horse, cow, rat, squirrel. Talk about their habits, place where they live, their food, how they eat it, etc. Stories illustrative of habits of these and other mammals.

*Botany*.—Give lessons on common plants. By planting seeds in the presence of the class, let pupils detect development of root, stem and leaf. (Plant seeds in sponge, in a piece of cloth, over glass of water, in sawdust, etc.) study fruit, especially the orange.

*Physiology*.—Give lessons on the head, trunk and limbs. Teach the hygiene of the skin, teeth, and nails, and also of bathing.

In observation lessons, have the real object before the pupils if possible.

*Color, Form and Modeling* should be taught in connection with the above work.

*Morals and Manners*.—Enforce habits of cleanliness, neatness, and obedience. Tell simple stories to illustrate honesty, truthfulness and kindness. Tell what is, and what is not, proper behavior on playground, the street, and at home. Teach a few short maxims, have pupils repeat them in concert, and as soon as they are able, write them. Cowdery's Moral Lessons and Gow's Primer of Politeness for reference. In this and in all higher grades it should be constantly borne in mind that true education is character building.

*Physical Exercise.*—Three times daily, or when children are weary or inattentive. Open windows during exercises; close them immediately afterwards. See Manual of Exercises in Physical Culture.

#### SECOND YEAR—B CLASS.

*Reading and Spelling.*—Use the first half of the Revised Second Reader. Same general methods as in first year. Have pupils tell the substance of each lesson in their own language. Have pupils talk about each lesson. Use every effort to make them see that the reading has a meaning, and also enable them to express the meaning in a clear and natural way.

Pay attention to proper position. Pupils should be taught to stand erect, and to hold the book up well in the left hand. Practice easy sight-reading occasionally. Teach the diacritical marks and the sounds as they occur in the reader. Have the words at the head of each reading lesson written on slates or ruled paper, as well as spelled orally and by sound. Examine the work of each pupil, and require careless work to be re-written. Spell common words used in conversation and in recitations as they occur. Dictate sentences from reading lessons, or original ones containing same words, and have the pupils write these words slowly at first, increasing the speed and quantity as soon as progress justifies. Have maxims memorized, and carefully chosen selections of poetry recited.

*Numbers*—1. From One to Twenty, inclusive. All combinations, using objects (1) without figures, (2) with figures. Read and write numbers to 100. Hailmann's Primary Methods for reference.

Teach  $\frac{1}{2}$ ,  $\frac{1}{3}$ , and  $\frac{1}{4}$  of numbers not greater than twelve objectively. Coins to ten cents; pint, quart; inch. Use *ideas* of the State Primary Number Lessons, to lesson 48.

2. From One to Twenty, inclusive. Special work on addition and subtraction, using *all ideas* to lesson 61 of State Primary Number Lessons. Part-taking to one-fifth, inclusive. Coins continued. Pint, quart, gallon; inch, foot, yard.

*Music.*—See Music Manual.

#### SECOND YEAR—A CLASS.

*Reading and Spelling.*—Complete the Revised Second Reader. Other work and instructions same as B Class. Spell words from the reading and other lessons and most of the common words used in conversation. Study the vocabulary of the child, and make this the basis of much of the work, in spelling. Teach sounds and diacritical marks.

*Numbers*—1. From One to Fifty, inclusive. Adding, subtracting, multiplying and dividing with objects (1) without figures; (2) with figures. Use *ideas* of State-book to lesson 68. Part-taking to fifth, with numerators other than one. Count by 2s' and 3s' to 20, beginning with 0, 1, 2, 3. Pint, quart, peck. Continuing other work of previous class.

2. From One to One Hundred (in addition and subtraction). Continue all work of first period. Factoring to 60. Books in the hands of the pupils. Use Hailman's Primary Methods for reference.

*Music*—See Music Manual.

#### SECOND YEAR—A AND B CLASSES.

*Supplementary Reading*—Cats and Dogs. Appleton's First Reader, Seaside and Wayside No. 1.

*Writing*—Continue work as in first year. Spencerian "Common School Course" Copy Book No. 1 for A class only.

*Language*—Continue as in first year, making oral and observation lessons a basis of language lessons. Have pupils write sentences about their observations in natural history. Write from pictures and read before the class. Strive to secure original and good expression. Fill elliptical sentences. Copy paragraphs from reader and read them. Call attention to words mispronounced and incorrect expressions of any kind used by children at any time. Correct use of *am* and *are*, *is* and *are*, *was* and *were*, *has* and *have*. Teach use of capitals, period and question mark, and to recognize other marks of punctuation used in the reader.

*Drawing*—Bradfield's Drawing Book No. 2. National Blank Book. Dictation exercises. Drawing on blackboard. Drawing from objects.

#### ORAL AND OBSERVATION LESSONS—

*Zoology*—Continue lessons on mammals. Compare the teeth of common mammals. Adaptation of different kinds of teeth to different kinds of food should be recognized. Have pupils distinguish between carnivores, ungulates and rodents. Talk briefly about monkeys, kangaroos, etc., as very different forms of mammals.

*Botany*—Continue the work of the first year. Require pupils to draw and describe leaves, fruit, etc.

*Physiology*—Continue the work of the first year. Teach the necessity of proper mastication, of pure air, etc.; also the importance of correct attitude. Warn pupils against crooked backs. Use Pathfinder No. 1 to page 27 for references.

In connection with observation lessons, continue to teach *color*, *form* and *modeling*.

*Morals and Manners*—Same as first year. Insist upon neatness in work as well as in person. Require politeness to teachers and school-mates. Teach simple rules of health, care of body, table manners. Teach a few more maxims. Make use of little incidents that occur in the schoolroom and upon the playground, involving the question of right and wrong, to impress the moral virtues. Reference books same as first year.

*Physical Exercises*—See Manual of Exercises in Physical Culture.

## THIRD YEAR—B CLASS.

*Reading and Spelling*—Use the Revised Third Reader to page 54. Words at head of lesson to be repeatedly pronounced, and their meaning clearly explained before such lesson is read or studied. Require pupils to make sentences containing such words, thus making a valuable language lesson of the reading. Give special drill on words hard to pronounce, or commonly mispronounced, but do not stop the pupil in the middle of a paragraph. Continue drill in elementary sounds and diacritical marks as found in the reader. Aim to infuse animation by your example; this will go far to secure good expression, both of voice and face, and to break up the bad habit of hesitating and repeating. Frequent exercises in sight-reading, requiring the pupils to come forward and face the class, will do much to incite them to effort and inspire them with confidence. Pupils to read selections silently and afterwards give the thought orally. Short selections learned and recited once each month. Do all the work found in the reader. Spelling same as in first and second years, but much more of the writing from dictation may be required, both from readers and original sentences containing words used in oral lessons and common talk. Spell by sounds. Pupils should know all sounds and marks.

*Numbers*—From one to Five Hundred, inclusive. Adding, subtracting, multiplying and dividing. No multiplier or divisor greater than 9 required. Use State Primary Number Lessons to lesson 87. Part-taking to nine-ninths. Coins continued. Pint, quart, gallon, inch, foot, yard, hour, day, week, month, year, dozen. Simple business transactions frequently. Much practice in addition.

*Music*—See Music Manual.

## THIRD YEAR—A CLASS.

*Reading and Spelling*—Use the Revised Third Reader from page 54 to 101. Other work and instructions same as B Class.

Teach the spelling and pronunciation of new words in all lessons.

*Numbers*—From one to Ten Thousand, inclusive. Give much practice in adding, subtracting, multiplying and dividing. No multiplier or divisor greater than 12 required. Special drill in complements of 100. Continued practice on sets of factors occurring in the multiplication table. Part-taking to twelve-twelfths. Adding and subtracting United States money. Drill in writing and adding dollars and cents. Short business examples, such as might occur in buying things at a store. Making change. Simplest form of a bill. Units previously studied. Second, minute, week, year, ounce, pound. Time of day by the clock. State "Primary Number Lessons" to page 122. Books in the hands of the pupils. Roman numerals to 100..

*Music*—See Music Manual.

THIRD YEAR—A AND B CLASSES.

*Supplementary Reading*—Feathers and Fur. The World and its People, Book 1, Black Beauty—Sewell. Appleton's Second Reader. Seaside and Wayside, No. 2.

*Writing*—Practice the various movements of arm, hand and fingers, with pen held correctly. Copy from the blackboard, write selections and dictated exercises. Use Spencerian Common School course Copy Book No. 2 for B Class and No. 3 for A Class.

*Drawing*—Bradfield's Drawing Book No. 3. National Blank Book. Dictation exercises. Drawing on blackboard. Object drawing.

*Language*—Oral and written work should be carried along together, the latter growing out of the former. It should be remembered that the aim of oral work is not merely to get pupils to talk but to secure happy expression, good arrangement and correct forms of words.

Give substance of oral lessons in geography and natural history. Familiar conversation on animals—their form, color, covering, voices, ways of getting and eating food, means of attack and defense, cunning, intelligence, affection, use to man, etc.

Reproduce substance of lessons in Pathfinder and in Reader.

Description of pictures with and without guiding questions.

Stories from pictures and from imagination.

Stories illustrative of lessons in morals and manners. Carefully correct bad English as it occurs.

Repeating memorized selections of prose and poetry.

Proper use of capitals, periods and interrogation point.

Correct use of *this* and *that*; *these* and *those*; *do* and *does*; *isn't*, *aren't*, *doesn't*, *don't*, etc.; *its*, *hers*, *ours*, etc; *who*, *whose*, *whom*.

*Letters*—Copied, dictated and original.

Make use of the ideas in the first forty-nine lessons of "Language Lessons."

ORAL AND OBSERVATION LESSONS.—

*Zoology*—Review. Study feet of carnivores, ungulates and rodents. Give lessons on common birds; duck, hen, hawk. Let pupils compare these with each other and with mammals. Compare feet and bills, show adaptation and classify. Give lessons on common insects—division of body. Collect cocoons.

*Botany*—a. Give lessons on leaves; Shape; Parts—blade, petiole stipules; Margin—entire, notched: Frame—Pulp, skin; Venation; Arrangement on stem.

b. Give lessons on flowers. Select plants with perfect and somewhat conspicuous flowers. Teach rows of parts on stem and holder. Pay special attention to the study of parts; also to kinds of flowers, simple and odd; the way flowers grow on plants: (1) stem, (2) no stems, (3) alone, (4) in bunches, (5) on sides, (6) at end. Let pupils draw parts and describe.

*Physiology*—Give instruction on evil effects of alcohol and tobacco. Pathfinder No. 1 to page 79 for reference.

*Geography*—Observe the natural features of land: productions; soils, gravel, sand, loam, rocks.

In observation lessons teach *Form, Color and Modeling*.

*Morals and Manners*—Illustrate when possible by incident or story—deceit, lying, stealing, tattling, idleness, whining; forms of greeting; care for others' property; kindness; Golden Rule; respect for age; prompt obedience; politeness: courage in doing right; defending the weak. Use Gow's Primer of Politeness for reference.

*Physical Exercise*—See Manual of Exercises in Physical Culture.

#### FOURTH YEAR—B CLASS.

*Reading and Spelling*—Use the old Second Reader, from page 102 to page 147. Pupils may be taught and called upon to give synonyms for words in the lessons. Occasional concert reading of paragraphs that have been thoroughly taught may be practiced; also silent reading. Often call upon pupils to read some instructive story to the class, making them feel it an honor, and use all ingenuity in awakening an interest. Have pupils repeat after you, in concert, short sentences suitable for cultivating inflection and modulation and general voice training. Drill in all vowel and consonant sounds not already learned. Short selections should be committed to memory and recited each month.

Spell by letter and by sound, attention being given to syllabification. Use spelling blanks with pen and ink; Give attention to diacritical marks and silent letters. Pay special attention to neatness.

Teach spelling and pronunciation of new words from reader, arithmetic, and other text books. Select words from first twenty-five pages of State Speller.

*Numbers*—Continue all work of third year, with special drill on the sets of factors occurring in the multiplication tables. Writing and reading integers. Continue practice in addition and subtraction of integers—sums and minuends to be less than one million. Units of measure previously studied. Drill work on fractions, using halves, quarters, eighths, thirds, sixths, twelfths. Much practice in writing, adding and subtracting dollars and cents as indicated in work of third year. Divide by all numbers to 12 inclusive, by short division, and multiply by all numbers to 12 inclusive, as one operation. Multiplication

and long division, the multiples and divisor not to exceed two figures. Primary Number Lessons to page 141, except lessons 102, 103, 104 and 110. Rapid addition and mental work. Great diligence must be exercised to prevent the premature presentation of problems too complicated. In primary work written problems involving more than two processes with large numbers should be omitted.

*Geography*—I. The earth as a whole; its shape, surface and general conditions, as studied with a globe. Natural features (1) by observation. (2) By modeling board, pictures, etc. Use of compass: direction, distance and position. Study maps of city and county. Lessons on local history.

II. General study from globe and maps. Hemispheres, continents, grand divisions, oceans and large islands; their relative position and size. One mountain range in each grand division; two large cities; one large river; two or three important countries. Study map of the State. Use modeling board for main features of the surface. Read books treating of geographical subjects, e. g., Book II. Glimpses of the world in the series, "The World and Its People."

*Music*—See Music Manual.

#### FOURTH YEAR—A CLASS.

*Reading and Spelling*.—Use old Second Reader from, page 147 to 193. Other work and instructions same as B class.

Select words from State Speller pages 25 to 50. Use spelling blanks with pen and ink.

*Numbers*—State Primary Number Lessons, beginning with page 141. Continue all the work of the B Fourth Class. Factor numbers below 100. Add and subtract simple mixed numbers,  $2\frac{1}{2}$ ,  $3\frac{3}{4}$ , etc. Simple examples in multiplying and dividing fractions by whole numbers as  $\frac{1}{2}$  by 6;  $1 \div 2$ , etc. Addition and subtraction of U. S. money continued. Ten times, one hundred times and one thousand times integers. The principal units of long, of liquid and of dry measures, avoirdupois weight. Time developed incidentally. Measure distances and length, width and height or depth. Simple bills.

See that pupils are thoroughly drilled in the four fundamental operations.

The teacher may select supplementary work from first 62 pages of the Advanced Arithmetic.

*Geography*—Globe and map study, locating our country. Cross section of our country, illustrated with sand or on the blackboard. Position of the Pacific Slope. Study Pacific Slope. Use Elementary Geography, covering main points of the work from page 60 to 88. Review lessons on the globe. Read "The World and Its People, Book III. Our Own Country."

*Music*—See Music Manual.



## FOURTH YEAR—A AND B CLASSES.

*Supplementary Reading*—Black Beauty; The World and Its People, Book II. Appleton's Third Reader. Seaside and Wayside No. 3.

*Writing*—Continue same as in third year. Use Spencerian "Common School Course" Copy Book No. 4 for B class and No. 5 for A class.

*Drawing*—Dictation exercises. Bradfield's Drawing Book No. 4. First Lesson in Design—with circle. Drawing on blackboards. Drawing from objects.

*Language*—1. Reproduction, oral and written. See work of preceding class. Make observation lessons the basis of this work. After several oral lessons in an analysis or examination of plants, etc., have the pupils develop an outline and write a composition, illustrated by their own drawings of the parts studied.

2. Once in two weeks give an exercise in letter-writing.

3. "Lessons in Language" in the hands of the pupils to Lesson 85

4. Learning to distinguish Declarative, Interrogative and Exclamatory sentences. Constructing sentences and distinguishing nouns, pronouns, verbs and adjectives, and selecting such words from any books in use. No definitions learned. Constructing sentences to express present, past and future time. Modifiers of verbs to tell when, where and how. Analysis of simple sentence into the subject and predicate. Use of hyphen in a word divided at the end of a line. Drill on possessives; contracted words; quotations, undivided and divided.

## ORAL AND OBSERVATION LESSONS—

*Zoology*—Review lessons on birds. Branch—Vertebrates. Class—Birds. General characteristics. Comparison of feet. Orders—Waders, swimmers, runners. Lessons on common insects. Division of body. Cocoons collected. Metamorphosis.

*Botany*—Review. Teach the development of the pistil into the fruit. Fruits, seeds, different kinds of stems—woody and herbaceous. Distinguish deciduous and evergreen trees.

*Physiology*—Finish Pathfinder No. 1.

*Morals and Manners*—Tell suitable stories, repeat maxims, insist upon general neatness, and pure and chaste language. Use Gow's Primer of Politeness for reference.

*Physical Exercise*—See Manual of Exercises in Physical Culture.

## FIFTH YEAR—B CLASS.

*Reading and Spelling*—Use the old Second Reader from page 193 to 238. Require pupils to write all new words, with synonyms and definitions, to be read and criticised as a part of the recitation. Each pupil

should have a dictionary, and be taught how to use it. Require them to reproduce the subject matter of all pieces read. Have the lesson read once through, substituting for principal words synonyms or brief definitions. Practice freely the concert exercise of short sentences for training the voice, requiring your rendering to be closely imitated. Use sight-reading as often as practicable, from suitable periodicals or books. Pupils should be able to read an ordinary newspaper article with readiness and intelligence. Try to make all recitations pleasant, by varying their character and avoiding monotony. Use silent reading. Spell all new words in reader and other text books. Have spelling contests occasionally. Continue word lessons in articulation, pronunciation, diacritical marks and sounds. Use spelling blanks, with pen and ink. Make use of State speller, from page 50 to page 75.

*Arithmetic*—State Advanced Arithmetic in the hands of the pupils to page 91. In the work in fractions avoid uncommon fractions, substituting those which are common to business. Subjects: Notation, Numeration, Addition, Subtraction, Multiplication, Division, Factors, Fractions. Much work on blackboard, giving simple test examples not found in book. Write and read decimals. Addition, subtraction, multiplication and division of decimals and of to and including thousandths and of U. S. money. Units of square measure, of avoirdupois weight, and of time. Frequent mental exercises, original and from book. Daily drill in rapid addition.

*Geography*—State Elementary Geography. I. From page 22 to 60. II. From page 60 to 103. Supplement work in each period by reading geographical stories: World by the Fireside; Zigzag Journeys in the Occident, etc.

Production and climate maps; maps of river-systems and mountain-systems. Profile and outline maps. Let drawings be rapid sketches rather than elaborate work. Modeling in sand and clay. Each pupil to study globe.

*Music*—See Music Manual.

#### FIFTH YEAR—A CLASS.

*Reading and Spelling*.—Use the Revised Fourth Reader from page 50 to page 103. Have much sight-reading. Other work and instructions same as B Class. State Speller from page 75 to 100. Use spelling blank with pen and ink.

*Arithmetic*—Advanced Arithmetic from page 91 to 122. Subjects: Factoring and Common Fractions (reviewed), Decimals and Bills. Omit the most difficult problems from page 94 to 102.

Omit Contracted Division of Decimals; Short Methods in Multiplication, except 1; Simplify and shorten "Practical Work in Decimals," exercise 168.

Drill principally with business fractions, such as halves, quarters, eighths, twelfths, thirds, sixths, fifths and tenths. Observe same suggestions under work in decimals. Units previously studied reviewed. Measure distances and dimensions, and find areas of rectangles, orally. Frequent mental exercises, original and from the book. Daily drill in rapid addition. Reviews. Use Thomson's Intellectual Arithmetic.

*Geography*—Complete the Elementary Book as follows: Period I. Europe and Asia. Period II. Africa and Oceanica. Review. Draw maps and supplement work as in B 5. See list of books for Supplementary Reading in the State Text Books.

*Music*—See Music Manual.

#### FIFTH YEAR—A AND B CLASSES.

*Supplementary Reading*—Wings and Fins; The World and Its People, Book III, Appleton's Fourth Reader.

*Writing*—Continue movement exercises. Use Spencerian Copy Book, "Common School Course" No. 6 for B Class and No. 7 for A Class.

*Drawing*—Bradfield's Drawing Book No. 5. Dictation. Fine Drawing. Blackboard drawing. Exercise in designing. Drawing from objects.

*Language*—1. Composition work as indicated under 1 of 4th year. Powell's "How to Write," Part II for suggestive work in composition. Use Topical outline. Study "Plan of Composition," pages 93, 96 and 104.

2. Letter writing once in two weeks.

3. "Lessons in Language" in the hands of the pupils, completing the book. For supplementary exercises Powell's "How to Write," Part I.

Drill on using the verbs—do, see, blow, draw, grow, know, beat, break, fall, freeze, write, choose, drive, fly, give, go, ride, shake, speak, forsake, rise, steal, take, tear, wear, come, drown, attack, lie, lay; sit, set; teach, learn; like, love.

4. Continue all of work as indicated under 4 of 4th year, Authors' days observed and quotations learned.

#### ORAL AND OBSERVATION LESSONS:—

*Zoology*—Continue study of typical forms of bird life. Continue work with insects. Let pupils observe, compare and describe.

*Botany*—Study roots; the plant as a whole; annuals and perennials. Continue comparison of different specimens. Write descriptions. See Powell's "How to Write." Outline page 200.

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**Physiology**—Instruction on alcohol and tobacco. The human skeleton. Pathfinder No. 2 to page 57 for reference.

**Morals and Manners**—Give conversational lessons on politeness and rules of deportment at home and in public places. Illustrate by common incidents of noticeably good or bad behavior. Keep neatness prominent in person, desk, books, papers, etc. Use Gow's Primer of Politeness for reference.

**Physical Exercise**—See Manual of Exercises in Physical Culture.

# GRAMMAR DEPARTMENT

## SIXTH YEAR—B CLASS.

Reading and spelling use the Revised Fourth Reader from page 103 to 152. Encourage pupils to make free use of dictionaries. Pay special attention to the character of each selection, adapting the style of reading to the sentiment of the piece. Make occasional use of concert reading of choice selections. Continue elocutionary drill in modulation, inflection, enunciation, and emphasis. Words in text books, especially geography and arithmetic, should be spelled. Spelling contests with other classes of same grade recommended—by sound, by letter, and in writing, with silent letters, and sounds marked. State Speller from page 100 to 125. Use spelling blanks with pen and ink.

*Arithmetic*—Rapidly review Decimals except portions previously omitted, and Bills. Take a few simple examples in Complex Fractions. State arithmetic from page 123 to 158, omitting the following: Plastering, Stone and Brick Work; Longitude and Time; Apothecary and Diamond Weights; Beer Measure, Lumber Measure and Metric System. *Precede and accompany each subject in written arithmetic with Thomson's Intellectual Arithmetic.* Measure the dimensions and find the volumes of cubes and other rectangular solids, orally. Daily drill in rapid work.

*Language*—Supplementary Lessons—Powell's "How to Write." Compositions 38, 43, 59, 60, 80, 90-99, 104, 105, 107, 108, 109, 122. Letter writing once in four weeks. State Grammar to Lesson 29.

*Geography*—Advanced Geography, State Series, Eurasia, page 104 to page 129.

For supplementary work, read such books as Boy Travelers, Our New Way Round the World, A Voyage in the Sunbeam. Direct pupils in the use of the library to supplement the work.

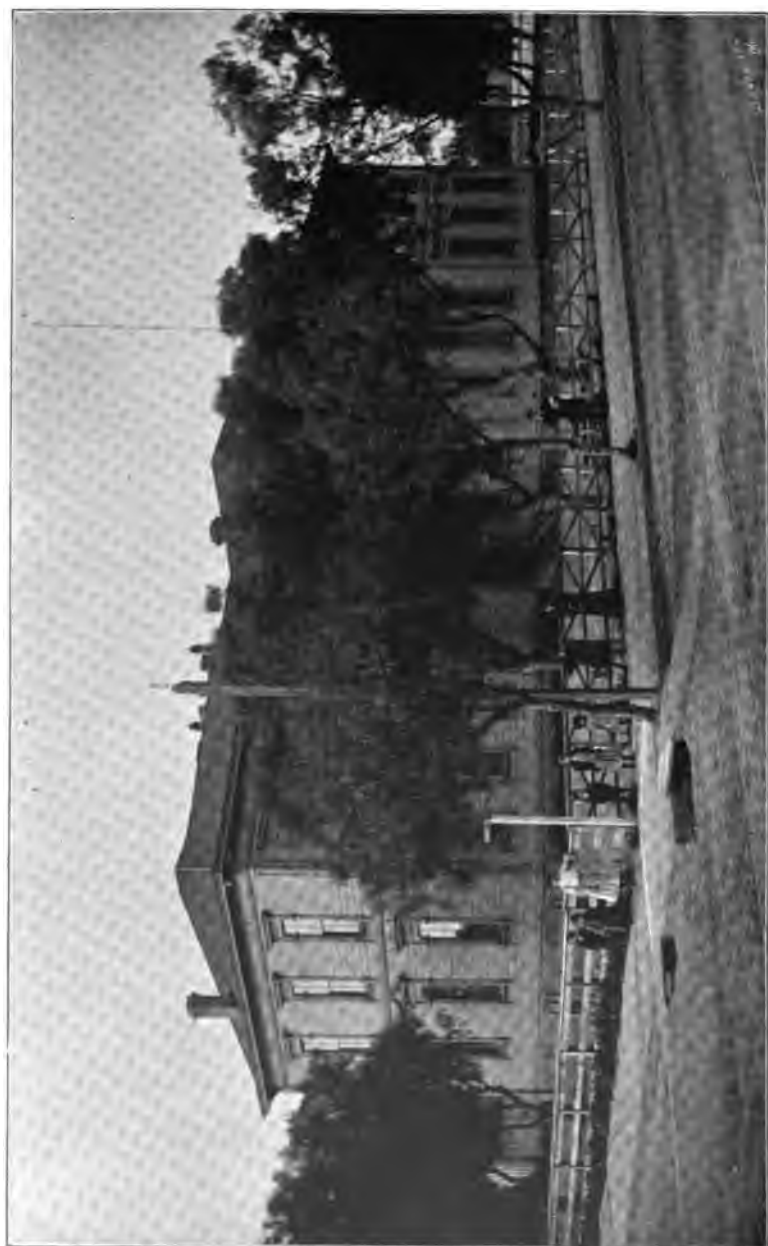
*Music*—See Music Manual.

## SIXTH YEAR—A CLASS.

*Reading and Spelling*—Use old Third Reader from page 91 to 172. Other work and instructions same as in B Class. State Speller from page 125 to page 150. Use spelling blanks with pen and ink.

*Arithmetic*—State Arithmetic, pages 158 to 181, except Proportion. Thomson's Intellectual Arithmetic. For supplementary problems see State Arithmetic. Mental Arithmetic carried along in connection with written. Daily drill in rapid work.





EIGHTH STREET SCHOOL

*Language—1.*

State Grammar to Part II. (a) see also formation of plurals. Lessons 57, 58, 60 and 61. (b) Possessive Forms. Lessons 74 to 76. (c) Pronouns. Lesson 77. (d) Verbs. Lessons 176 to 179.

Principal parts of the following verbs: Be, begin, bite, blow, bring, buy, do, draw, drink, drive, eat, fly, freeze, go, grow, know, lay, lie, ride, ring, rise, say, see, sing, sit, speak, stay, swim, take, teach, throw, wake, wear, work, write.

2. Composition work of B 6.

3. Letter Writing. For forms see State Grammar Chapter XV. Punctuation continued.

*Geography*—Advanced Geography, State Series. Study from page 120 to end of book. For supplementary work, have pupils read "In Darkest Africa," Stanley, and other books of travel selected from the Public Library.

*Music*—See Music Manual.

SIXTH YEAR—A AND B CLASSES.

*Supplementary Reading*—Stories of Our Country—Flyers, Creepers and Swimmers; Stories of Other Lands. Information Reader No. 2. The World and Its People. Book IV.

*Writing*—Continue movement exercises. Pen-written copies (reproduced. B Class use Nos. 1 to 17; A Class, Nos. 18 to 35.

*Drawing*—Bradfield's Drawing Book No. 6. Dictation, limiting time. Drawing on blackboard. Designing with square. Drawing from objects.

ORAL AND OBSERVATION LESSONS:—

*Zoology*—Review, Branch Vertebrata. Teach characteristics of the two classes—Reptiles; Amphibia, metamorphosis of Amphibia.

Teach characteristics possessed in common by mammals, birds, reptiles, amphibia. Let pupils observe, compare and describe. Study fly and grasshopper. Each pupil should have a specimen.

Continue work with insects. Take up special study of beetle, butterfly and silk worm. Draw, dissect, mount and describe. Reference—Colton's Zoology, Holder's Zoology.

*Botany*—Review the stem before studied. Distinguish between exogenous and endogenous plants. Apply to plants all the terms that have been used. Continue comparison of different specimens.

*Physiology*—Cover work from page 57 to 109. Pathfinder No. 2.



*Morals and Manners*—Teach energy, activity, directness of purpose, self-reliance, perseverance and endurance, as contributing to success in life; apply them to the performance of school duties. Show the evil effects of want of energy, indecision, laxity of purpose. Use same reference books as before.

*Physical Exercise*—See Manual of Exercises in Physical Culture.

#### SEVENTH YEAR—B CLASS.

*Reading and Spelling*—Use Montgomery's Beginners' History. Selected lessons from the Old Third Reader. Pupils in this grade should learn something of the author of every piece studied. Appoint certain ones from day to day to find out and report to the class something more of the authors than the book gives—having them bring in and read suitable selections from their writings. Make the developing and training of voices the object of frequent and suitable exercises. The training of pupils in reciting declamations may profitably be made a part of regular lessons in reading, care being taken in the selections. Use dictionaries freely. Give special attention to words in geography and history for spelling. Inter-class contests, once or twice each term recommended, on same conditions as in sixth year. Mark sounds and silent letters. State Speller, from page 150 to page 169. Use spelling blank with pen and ink.

*Arithmetic*—State Arithmetic, from page 181 to 214, omitting Stocks. (1) Percentage continued; its application to profit and loss, commission and interest. (2) Review denominate numbers including plastering, stone and brick work. Longitude and Time, Lumber Measure, with practical problems. If reviewed from the State book, omit one-half the problems. Give simple work on the subjects omitted under this work in B 6. Aim to secure accuracy in decimal operations of percentage and compound numbers. *Precede and accompany each topic in written Arithmetic with Thomson's Intellectual Arithmetic.* Rapid addition daily.

*Grammar*—State Grammar, to page 106. Composition work of A 7. Letter writing once in four weeks.

*Music*—See Music Manual.

*Geography*—State Series, from beginning of book to page 64. Globe study continued. Supplementary work to be selected from Public Library.

#### SEVENTH YEAR—A CLASS.

*Reading and Spelling*—Use Evangeline. Selected lessons from the Old Third Reader. Other work and instruction same as B Class. Complete State Speller. Use spelling blanks with pen and ink.

**Arithmetic**—State Arithmetic, pages 214 to 246. (1) Percentage reviewed. Consider rapidly its further application to Insurance, Taxes, Duties and Stocks. (2) Partnership and Accounts. Accompany each topic with Thomson's Intellectual Arithmetic. Daily drill in rapid work.

**Grammar**—(1) State Grammar to page 153. Review lessons on Verbs. See work of A 6. (2) Continue Composition Work. Chittenden's Elements of English Composition in the hands of the teacher. Reproduction of "The Leak in the Dike"—Phœbe Cary. Oral discussion and analysis; special reference to Topical Outline. Follow plan in Development I., page 39 of Chittenden. Study closely, making Topical Outline and reproducing in written form the following: "The Village Blacksmith;" "The Painter of Seville." Study selection, page 141, developing the pictures. Study from the Third Reader—Character of the Puritans, page 362. Also "The Little Match Girl," page 208.

Written work to be done in the class. Character studies and picture making continued as time will permit. Let the pupils occasionally illustrate by pencil sketches the pictures contained in a given stanza. Essay on Columbus from Topical Outline.

**Geography**—State Series, from page 62 to page 114 and review the book. Supplementary reading to be selected from Public Library.

**U. S. History**—State Series to page 91. In History, teachers must take special pains to adapt their methods of instruction to the mental development of pupils.

**Music**—See Music Manual.

#### SEVENTH YEAR—A AND B CLASSES.

**Supplementary Reading**—Claws and Hoofs—Johannot; Information Reader No. 3. Lamb's Tales from Shakespeare.

**Writing**—Continue Movement exercises. Pen-written copies (reproduced). B class use Nos. 36 to 23; A class, Nos. 54 to 71.

**Drawing**—Bradfield's Book No. 7 and American Drawing Book. Lessons in design. Blackboard Drawing. Dictation. Drawing from objects.

#### ORAL AND OBSERVATION LESSONS:—

**Zoology**—Review work of previous year, adding a class not already studied. Continue work with insects. Continue the special study of the beetle, butterfly, and silk-worm. Draw, dissect and describe. Reference Colton's Zoology; Holder's Zoology.

**Botany**—Same as sixth year.

**Physiology**—Teach Respiration and Circulation. Cover work from page 108 to 165, in Pathfinder No. 2.

**Morals and Manners**—Give lessons on the rights of property; duties of citizenship; respect for authority; respect for age; filial obedience. Take advantage of current events of daily news to impress a lesson in good manners or morality upon your pupils. Use Gow's *Manners and Morals* for reference.

**Physical Exercise**—See Manual of Exercises in Physical Culture.

#### EIGHTH YEAR—B CLASS.

**Reading and Spelling**—Use *The Lady of the Lake*, and pursue same general plan as in seventh year. Do not allow trashy selections to be recited or read. Careful attention to prose declamations. For spelling select lists of words from all lessons. Continue to mark sounds and silent letters.

**Arithmetic**—Review most important parts of the Arithmetic, all omitted subjects and take Mensuration. *Accompany each topic with Thomson's Intellectual Arithmetic.*

**Grammar**—State Grammar to page 209.

**U. S. History**—State Series from Chapter XIV to XXIV.

**Music**—See Music Manual.

#### EIGHTH YEAR—A CLASS.

**Reading and Spelling**—Use Dale's *The American Citizen*. The spelling of words in history, physiology, zoology and botany should be made a part of each recitation, and these words specially used in the "contests," which are advised, as in the lower grades. Mark sounds and silent letters.

**Geometry**—Hill's *Lessons in Geometry* to polygons.

**Grammar**—State Grammar; complete the book. **Composition**—1. Selections from Third Reader for analytical study in parsing, structure of sentences, and figures of speech. Gray's *Elegy*, page 353; Bunker Hill Monument, page 411.

2. Selections from Chittenden's *Elements of English Composition* (in the hands of the teacher) for Reproduction and Paraphrase. Drill on changing figurative to plain and reverse. Give frequent exercises, both oral and written, in reproducing and developing the pictures sketched by the author. Have pupils memorize the passage of their preference. An essay, subject selected from list, pages 169 to 172.

**U. S. History**—Finish the book. Montgomery's *Leading Facts in American History* for reference.

**Music**—See Music Manual.

EIGHTH YEAR—A AND B CLASSES.

*Supplementary Reading*—Johannot's Stories of Olden Times; Ten Great Events in History. Irving's Sketch Book.

*Writing*—Continue movement exercises. Pen-written copies (reproduced). B Class use numbers 72 to 89; A Class, numbers 90 to 108.

*Drawing*—Bradfield's Drawing Book No. 8. Lessons in designing from natural objects. Dictation exercises. Drawing on blackboard. Drawing from objects.

ORAL AND OBSERVATION LESSONS:—

*Zoology*—Vertebrates reviewed. Study mollusks and radiates; also typical forms of insect life. Give special attention to insects injurious to California fruit trees.

*Botany*—Analyze, draw and press five new specimens. Teach plants useful in art and medicinal plants.

*Physiology*—Teach nervous system. Complete Pathfinder No. 2.

*Morals and Manners*—Adapt any of the suggestions in lower grades on this subject that are suitable for your class. Give an occasional earnest talk (no set speeches). Remember that illustrations and facts are better than theories. Gow's Morals and Manners and Cowdery's Moral Lessons for reference.

*Physical Exercise*—See Manual of Exercises in Physical Culture.

*Music*—See Music Manual.

NOTE—In written work accept only the best the pupils can do.

*Music*—See Music Manual.

NOTE—In every department of the schools, the physical and moral should take precedence of the intellectual.

# HIGH SCHOOL

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## MISCELLANEOUS

I. ELECTION OF COURSE—On entering the High School a regular course must be elected. A change may be made only at beginning of tenth year, unless in exceptional cases upon satisfactory reasons set forth in writing by parents or guardians. An elective course, subject to the approval of the principal may be chosen upon completion of the ninth year.

French and German must be begun at the regular time only, and continued through the course,

II No pupil shall be admitted to any class of the High School who has not completed the full work of one course in the preceding grades. Those who find class requirements too severe may spend three semesters doing the work of two. Pupils from High Schools, accredited by the State University, are admitted to corresponding grades without examination.

III. GRADUATION—Pupils are graduated upon satisfactory completion of any regular course. Those taking an elective course will receive diplomas upon completing an amount of work equivalent to one of the regular courses.

Limited course diplomas will be issued to those who complete satisfactorily the two years' business course.

IV. RHETORICAL EXERCISES—All pupils may be active members of the "Star and Crescent Literary Society." Every regular graduate who has commendably fulfilled his society duties will be publicly presented with a gold star and crescent pin, the badge of the Alumni Association. This society shall be subject to such rules and regulations as may be prescribed by the High School faculty and the Superintendent of Schools. Two papers, "The High School Idea" and "The Lyceum," are published monthly by the pupils.

V. ADMISSION TO COLLEGE—Graduates are at present admitted on the Principal's recommendation, without examination, to all courses of the State University at Berkeley and to Stanford, Smith, Wellesley, Vassar, Hamilton, Syracuse, Brown and Colby.

## COURSE OF STUDY FOR HIGH SCHOOL

	CLASSICAL	SOCIAL AND NATURAL SCIENCE
B-9	1 Algebra..... 2 English..... 3 Latin..... 4 Physiology..... 5 Drawing.....	1 Algebra..... 2 English..... 3 Latin..... 4 Physiology..... 5 Drawing.....
A-9	1 Algebra..... 2 English..... 3 Latin..... 4 Roman History..... 5 Drawing.....	1 Algebra..... 2 English..... 3 Latin..... 4 Roman History..... 5 Drawing.....
B-10	1 Geometry..... 2 Latin..... 3 English..... 4 Greek History.....	1 Geometry..... 2 Latin..... 3 English..... 4 Greek History.....
A-10	1 Geometry..... 2 Latin..... 3 Greek..... 4 English and Am. History.	1 Geometry..... 2 Latin..... 3 Mediæval and Modern History..... 4 English.....
B-11	1 Algebra..... 2 Latin..... 3 Greek..... 4 English.....	1 Algebra..... 2 Latin..... 3 Mediæval and Modern History..... 4 English.....
A-11	1 Physics..... 2 Latin..... 3 Greek..... 4 Civics.....	1 Physics..... 2 Latin..... 3 Solid Geometry or English.... 4 Civics.....
B-12	1 Physics..... 2 Latin..... 3 Greek..... 4 Solid Geometry or English or Botany.....	1 Physics..... 2 Latin..... 3 English..... 4 Trigonometry or Botany.....
A-12	1 Greek..... 2 Latin..... 3 Chemistry..... 4 Political Economy and Astronomy.....	1 Surveying or Latin..... 2 English..... 3 Latin..... 4 Political Economy and Astronomy or Geology.....

## COURSE OF STUDY FOR HIGH SCHOOL—Continued

	TECHNICAL.	BUSINESS
<b>B-9</b>	1 Algebra..... 2 English..... 3 Physiology..... 4 Botany..... 5 Drawing.....	1 Bookkeeping..... 2 English..... 3 Commercial Geography..... 4 Com. Arithmetic or Algebra.. 5 Stenography.....
<b>A-9</b>	1 Algebra..... 2 English..... 3 Physiology..... 4 Roman History..... 5 Drawing.....	1 Bookkeeping..... 2 English..... 3 Com. Geography or Physiology.. 4 Com. Arithmetic or Algebra.. 5 Stenography.....
<b>B-10</b>	1 Geometry..... 2 French or German..... 3 English..... 4 Physical Geography.....	1 Bookkeeping..... 2 { Modern Language, English, Polit- ical Economy..... 3 Geometry or Algebra..... 4 Physical Geography..... 5 Stenography and Typewriting...
<b>A-10</b>	1 Geometry..... 2 French or German..... 3 English..... 4 Greek History or Spanish..... 5 Drawing.....	1 Bookkeeping..... 2 { Modern Language, English, Polit- ical Economy..... 3 Civics and Commercial Law.. 4 Algebra or Geometry..... 5 American History..... 6 Steuography and Typewriting...
<b>B-11</b>	1 Algebra..... 2 French or German..... 3 Mediaeval and Modern History or Spanish..... 4 Physics..... 5 Drawing.....	Only four studies are required in this course but five may be taken.
<b>A-11</b>	1 Physics..... 2 French or German..... 3 Solid Geometry or Spanish..... 4 Civics..... 5 Drawing.....	
<b>B-12</b>	1 Chemistry..... 2 Adv. Physics or Botany.. 3 English..... 4 Trigonometry.....	
<b>A-12</b>	1 Surveying..... 2 Chemistry..... 3 Political Economy and Astronomy..... 4 Drawing.....	Pupils completing the Business Course may pursue additional studies, and when a sufficient num- ber have been taken to equal one of the regular courses, a full diploma will be given.

AN OUTLINE  
OF THE  
COURSE IN ENGLISH  
IN  
LOS ANGELES HIGH SCHOOL.

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Arranged for four years' work, each term presupposing thorough knowledge of previous work.

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NINTH YEAR—B CLASS.

I. LITERATURE AND EXPRESSION.—Scott's Lay of the Last Minstrel. Some desired results: Knowledge of the Geographical and historical setting and of Scotch customs and superstitions. Ability to trace allusions. Appreciation of Scott's descriptions of scenery and action; of strange words used; of the beauty of other words he has chosen, and of some of his poetical devices. Alliteration, line rhyming, change of measure, the use of figures. Reading that is a pleasure to the reader and listener. Large portions committed to memory. Acquaintance with Scott's history, so that his truthfulness of detail and love of home and country may be felt. Finally, a love for Scott and a feeling that poetry may be worth reading, after all.

II. WRITTEN WORK.—Narrative and descriptive subjects are to be taken from The Lay of the Last Minstrel, supplemented by newspaper paragraphs on local occurrences and descriptions of pictures, rooms and buildings from observation. Truthfulness in the matter and neatness and correctness in the form should be exacted.

III. DICTIONARY WORK.—Immediate recognition of the value of the diacritical marks and correct pronunciation of the sounds of the letters should be secured in this grade. Exercises should be assigned that will require the pupils to use Webster's Unabridged, Skeat's and the Century Dictionaries.

Word work on Latin roots from Kellogg and Reed's Word-Building twice a week.



## A CLASS.

I. LITERATURE AND EXPRESSION.—1. Irving's *Alhambra*. Knowledge of Moorish and Spanish scenery, architecture, customs and legends. Study of unfamiliar and metaphorical uses of words. Reproductions of the descriptions and stories, illustrated by the pupils. Sketches of Spanish Life in Southern California, imitation of Irving's style.

2. Whittier's *Snow Bound*. Study of New England winter scenery and life. Exposition by comparison and contrast.

II. WRITTEN WORK.—That which is prescribed with the literature, and exercises for the practical application of the grammar lessons. Simple principles for the construction of the descriptive essay taught in this grade.

III.—DICTIONARY WORK.—Continuation of B Ninth, with the addition of word-work in Greek and Anglo-Saxon roots.

IV.—GRAMMAR.—Kellogg's *Rhetoric*. First twenty lessons. Simple, complex and compound sentences by analysis and synthesis; participles and infinitives; transposition and transformation of phrases and clauses; punctuation.

Pupils must be able to read intelligently, and to reproduce a simple description of narrative, spelling and punctuating it correctly, before they will be allowed to pass to a higher grade.

## JUNIOR YEAR—B CLASS.

I. LITERATURE AND EXPRESSION.—1. Gayley's *Classic Myths*. Knowledge of ancient history and geography. Ability to trace different myths through different lands and ages in literature and art. Study of interpretations. The poetry read and much of it memorized. Reproductions, oral and written. Original stories attempted.

2. Byron's *Prisoner of Chillon*. Macauley's *Lays of Ancient Rome*. Narrative poetry considered. Abstracts written. Study of the diction of these poems.

II. WRITTEN WORK.—As given in literature above. Exercises to illustrate rhetoric lessons. The simpler principles for construction of narrative essay taught.

III. RHETORIC.—Kellogg's *Qualities of Style*, perspicuity and imagery.

## A CLASS.

1. LITERATURE AND EXPRESSION.—1. Burroughs' *Birds and Bees*. Webster's *First Bunker Hill Oration*. Study Burroughs for beauty of subject and simplicity of treatment; Webster for patriotism. Rules for paragraphing are to be deduced from these two authors.

2. Lowell's *Vision of Sir Launfal*. Memorizing of large portions. Analysis of imagery. Study of beauty in thought and language. Tennyson's *Holy Grail* read to the class and comparison made of the two poems.

3. Holmes' *Grandmothers' Story of Bunker Hill* and other poems, studied. Poems and Prose extracts from other American authors read in class or assigned as home reading. A general view of American literature should be attained in this class.

II. WRITTEN WORK. Essays and illustrations for the rhetoric lessons from the prescribed reading. All written work should be required to conform to the laws for construction previously studied.

III. RHETORIC. Kellogg's *Qualities of Style*, completed, and prosody. Essential difference between prose and poetry brought out in the study of the poems assigned.

#### MIDDLE YEAR—B CLASS.

I. LITERATURE AND EXPRESSION.—1. Shakespeare's *Merchant of Venice*. Training in dramatic reading. Study of Elizabethan grammar, verbal and other peculiarities and difficulties. Attention to imagery and prosody. Much memorizing. Ability to place prominent passages. Character sketches verified by quotation. Argumentative writing based on play. Final tabulated analysis of entire plot.

2. Addison's *Sir Roger de Coverley*. Constitution of the *Spectator Club*. Social life of the period. Character sketches. Imaginary letters in imitation of the *Spectator*. Study of verbal peculiarities and the sentence.

3. Syle's *From Milton to Tennyson*, Goldsmith, Thomson, Cowper and Burns. Comments on the poems and explanation of allusions. Abstracts and outlines. Memorizing of large portions.

In this, as in every other grade, some knowledge of the life of the author and of his other works is required.

#### A CLASS.

I. LITERATURE AND EXPRESSION.—1. Thackeray's *Newcomes*. Class discussion of home reading. Oral and written debates on questions suggested by the author. Growth of character followed through the book, making the people, with their motives and influences on each other, more important than the story. Character sketches by descriptions and contrasts, oral and written. Study of English scenery and life. Discussion of Thackeray's literary style. Dictation. A review of grammatical forms.

2. Syle's *From Milton to Tennyson*; Dryden, Pope, Johnson, Gray, Clough, Arnold and Browning. Critical study.

In every class collateral home reading is prescribed. In addition, during the middle year, students are required to write four reviews on the year's reading.

## SENIOR YEAR—B CLASS.

I. LITERATURE AND EXPRESSION.—1. Bradley's Orations and arguments. Three orations studied. Historical preparation. Principles for construction of orations and arguments deduced. Close study of Burke's methods of argument. Burke and Webster to incite love of logic and arouse patriotism. Analysis of paragraphing, sentence structure and diction. Much paraphrasing. Written and oral outlines, arguments, debates and orations on current topics, using orations studied as models. Three additional orations read for comparison and discussion.

2. Macaulay's Warren Hastings studied and the Earl of Chatham read, as pictures of their times. Macaulay's methods of securing clearness, force and beauty are to be brought out and applied in writing short biographies.

II. History of the English Language. Lounsbury and Meiklejohn used as guides. Diction of noted writers examined for illustrations.

## A CLASS.

I. LITERATURE AND EXPRESSION.—1. Syle's From Milton to Tennyson; Milton, Coleridge, Wordsworth, Keats, Shelley, Tennyson and Milton's Comus, or two books of Paradise Lost. Studied critically. Much memorizing.

2. Shakespeare's Julius Cæsar or Macbeth. Study of historical and social setting; elementary facts about dramatic construction; development of the characters and the plot. Finding parallel passages in other plays. Discussions of interpretations. Two other plays read at home as material for written work and discussion.

II. History of English literature. An effort should be made to secure a general view of English literature, and to place in their proper relations the authors studied throughout the English course. Essays of Macaulay, Lowell, Stedman, Matthew Arnold and others used for aid in criticism. Reading of classic extracts to illustrate the history of literature.

III. Commencement themes prepared during the first half of this semester.

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## OUTLINE OF LATIN COURSE.

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### NINTH YEAR—B CLASS.

Collar and Daniell's First Latin Book begun.

### A CLASS.

Collar and Daniell's First Latin Book completed.  
Arrowsmith and Whicher's First Latin Readings begun.

### TENTH YEAR—B CLASS.

Arrowsmith and Whicher's continued.  
Composition based upon First Latin Readings begun. Sight Reading.

### A CLASS.

Arrowsmith and Whicher's completed.  
Composition completed.

### ELEVENTH YEAR—B CLASS.

Cicero, Catiline, Orations, I, II, III.  
Daniell's Composition, Part II, begun.  
Post's Latin At Sight, begun.

### A CLASS.

Cicero, Catiline, Oration IV. Oration *Pro Archia Poeta*. Post's Latin At Sight completed.  
Daniell's Composition, Part II, concluded.

### TWELFTH YEAR—B CLASS.

Virgil's *Aeneid*, Books I, II, and III.  
Composition—Oratio recta and Oratio obliqua, based upon Cæsar.  
Prosody.

**A CLASS.**

Virgil's *Æneid*, Books IV to VI.

Composition—Review.

Throughout the course special attention given to:

1. Vocabularies.
2. The reading aloud of Latin text.
3. Dictation.
4. Composition.
5. Latin at sight.
6. Reading of books bearing on the subject.

## OUTLINE OF GREEK COURSE.

**TENTH YEAR—A CLASS.**

White's First Lessons in Greek begun.

Goodwin's Greek Grammar for reference.

Mastery of grammatical forms, inflections and the simple principles of syntax.

**ELEVENTH YEAR—B CLASS.**

White's First Lessons in Greek completed.

Grammar continued.

**A CLASS.**

Anabasis, Books I and II. Especial attention given to oratio obliqua and conditional sentences. Reading at sight. Prose Composition—Collar and Daniell's.

**TWELFTH YEAR—B CLASS.**

Anabasis, Books III and IV, Collar and Daniell's.

Prose Composition. Sight reading.

**A CLASS.**

Iliad, Books I and II. Structure of Homeric hexameter.

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OUTLINE OF GERMAN COURSE.

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TENTH YEAR.

Joynes-Meissner. Grammar to Syntax.  
German Comedy. Conversation.  
Reading. Written exercises.

ELEVENTH YEAR.

Joynes-Meissner. Grammar finished.  
Translation—Bernhardt; *Novelletten Bibliothek*, Vol. II.

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OUTLINE OF FRENCH COURSE,

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TENTH YEAR—A CLASS.

Keetel's Elementary Grammar to Lesson 35.  
Six of La Fontaine's Fables, committed to memory.

ELEVENTH YEAR—B CLASS.

Keetel's Elementary Grammar completed.  
Daudet's *Contes Choisis*.

A CLASS.

Larive et Fleury, *Troiseme Annee de la Grammaire*.  
About's *Le Roi des Montagnes*.

TWELFTH YEAR—B CLASS.

Larive et Fleury completed.  
*Le Roi des Montagnes* completed.  
Two of Bocher's College plays.

A CLASS.

Hennequin's Idiomatic French.  
Racine's *Athalie*.  
Corneille's *Le Cid*.  
Selections from other French poets.

## OUTLINE OF SPANISH COURSE.

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### TENTH YEAR—B CLASS.

Worman's First Spanish.  
Monsanto's Spanish Grammar (begun).  
Exercises in composition and conversation.

### A CLASS.

Bransby's Second Spanish Book (Worman Series).  
Valera's El Pajaro Verde.  
Monsanto's Spanish Grammar (continued).  
Exercises in conversation and letter writing.

### ELEVENTH YEAR—B CLASS.

Knapp's Modern Spanish Readings (begun).  
Spanish Verb.  
De Tornos' Combined Spanish Method (begun).  
Original compositions in Spanish.  
Conversation.

### A CLASS.

Knapp's Modern Spanish Readings (completed).  
De Tornos' Combined Spanish Method (completed).  
Original compositions in Spanish.  
Translating from English into Spanish.  
Debates and extempore addresses in Spanish.







HELLMAN STREET SCHOOL

# TEXT BOOKS IN HIGH SCHOOL

PRICES FIXED BY LOCAL DEALERS IN THE CITY.

LOS ANGELES, CAL.

1895-96.

## MATHEMATICS.

Wentworth's School Algebra, latest edition.....	\$1 25
"    Plane and Solid Geometry, latest edition.....	1 40
"    "    Trigonometry and Tables, (cloth).....	85

## ENGLISH.

Gayley's Classic Myths of Greece and Rome.....	1 65
Eclectic Sir Roger de Coverley.....	25
"    Lay of the Last Minstrel.....	35
Rolfe's Merchant of Venice (cloth).....	65
"    Julius Cæsar (cloth).....	65
Seaside Alhambra.....	25
Burt's Newcomes.....	75
Houghton, Mifflin & Co.'s Riverside Evangeline.....	15
"    "    "    "    Snow Bound.....	15
"    "    "    "    Vision of Sir Launfal.....	15
Bell's Comus.....	50
Meiklejohn's History of English Literature.....	40
Macaulay's Essay on Warren Hastings (English Classics).....	15
Byron's Prisoner of Chillon (English Classics).....	15
Bradley's Orations and Arguments.....	1 25
Syle's from Milton to Tennyson.....	1 20

## HISTORY.

Outlines of Mediæval History—Myers.....	1 65
Ancient History for Colleges and High Schools—Myers & Allen.....	1 65
State Civil Government.....	55
Fiske's Civil Government in U. S.....	1 25
Laughlin's Political Economy.....	1 40
Montgomery's Leading Facts of American History.....	1 15
"    "    "    English History.....	1 25

## SCIENCE.

Gage's Elements of Physics or Principles of Physics.....	\$1.10 and	1 25
Remsen's Elements of Chemistry.....		1 40
Gray's Lessons in Botany or Campbell's Structural Botany. 1 10 & 1 25		
Rattan's California Flora.....		1 40
Young's Lessons in Astronomy.....		1 30
State Physiology and Foster & Shore's.....		60
Tilden's Commercial Geography.....		.....
Eclectic Physical Geography.....		.....

## DRAWING.

Bartholomew's Drawing Books 14 to 17.....	15
Bartholomew's Drawing Book 18.....	25
American Blank Drawing Book.....	10

## LATIN.

Collar & Daniell's First Latin Book, latest edition.....	1 10
Arrowsmith & Whicher's First Latin Readings.....	1 40
Allen & Greenough's Latin Grammar, latest edition.....	1 35
“ “ Cicero, “ “ .....	1 40
“ “ Virgil, “ “ .....	1 75
Daniell's Latin Composition, latest edition .....	1 25

## GREEK.

White's First Lessons in Greek.....	1 40
Collar & Daniell's Greek Prose Composition.....	1 10
Goodwin's Greek Grammar.....	1 65
“ Xenophon's Anabasis with Vocabulary.....	1 65
Keep's Homer's Iliad.....	1 75
Blake's Homer's Lexicon.....	1 20

## GERMAN.

Harris' German Composition.....	50
Joynes-Meissner German Grammar.....	1 50
Stern's Studien and Plaudereien, First Series .....	1 35
“ “ “ Second Series.....	1 50
“ Der Schimmel.....	30
Putlitz's Badkeuren.....	30
Hauft's Das Kalte Herz.....	25
Keller's Dietegen.....	.....
Auerbach's Auf der Wache.....	40
Schiller's Maria Stuart.....	60
“ Wilhelm Tell.....	60

## FRENCH.

Keetel's Elementary French Grammar.....	1	25
Larive at Fluery, Troisième Année de la Grammaire.....		60
Morceaux Choisis de Daudet.....	1	00
Le Roi de Montagnes, About.....		60
Hennequin's Idiomatic French Composition.....	1	10
Bocher's College Plays.....		25
Le Cid, Corneille.....		25
Athalie, Racine.....		25
L'Avare, Molière.....		25
Worman's First French Book.....		50

## SPANISH.

Worman's First Spanish Book.....		50
Bransby's Second Spanish Book of the Worman Series.....		50
Monsanto & Languellier's Practical Course with the Spanish Language.....	1	40
Valera's El Pajaro Verde.....		
Mantilla's Second Spanish Reader.....		65
Knapp's Modern Spanish Readings.....	1	75
De Torno's Spanish Grammar.....	1	25
Valasquez's Spanish Dictionary, Abridged.....	1	50
Valera's Pepita Jimenez.....		50
Larra's Partir a Tiempo.....		

# Extracts from the City Charter.

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## ARTICLE VII.

### EDUCATIONAL DEPARTMENT.

SECTION 69. The government of the School Department of the city shall be vested in a Board of Education, to consist of *nine persons*, to be elected as herein provided, to be called members of the Board of Education, who shall serve without salary.

SEC. 70. The Board of Education shall elect one of their number President, and shall hold regular meetings at least once in each month, and special meetings at such times as shall be determined by a rule of said Board. A majority of all the members shall constitute a quorum for the transaction of business, but a smaller number may adjourn from time to time. The Board may determine the rules of its proceedings. Its sessions shall be public, and its records shall be open to public inspection. The Board shall fill all vacancies occurring in that body until the next general municipal election.

SEC. 71. The Board of Education succeeds to all the property, rights and obligations of the Board of Education of the City of Los Angeles heretofore existing, and it shall have sole power:

1. To establish and maintain public schools, including High Schools, to change, consolidate and discontinue the same, and to establish school districts, and to fix and alter the boundaries thereof.

2. To appoint or employ, or dismiss the City School Superintendent, a Deputy Superintendent, a Clerk and such Teachers, Janitors and School Census Marshals, Mechanics, Laborers and other employes as may be necessary to carry into effect the powers and duties of the Board; to fix, alter and allow their salaries or wages, and to withhold, for good and sufficient cause, the whole or any part of the salary or wages of any person or persons employed as aforesaid.

3. To make, establish and enforce all necessary and proper rules and regulations for the government of public schools, the teachers thereof, pupils therein, and for carrying into effect the laws relating to education, also to establish and regulate the grades of schools, and determine what text books, course of study and mode of instruction shall be used in said schools.

4. To provide for the School Department fuel and lights, water, blanks, blank books, printing and stationery, and to incur such other incidental expenses as may be deemed necessary by said Board.

5. To build, alter, repair, rent and provide school houses, and to furnish them with proper school furniture, apparatus and appliances, and to insure against fire any and all such school property.

6. To take and hold in fee, or otherwise, in trust for the city, any and all real estate and personal property that may have been acquired, or may hereafter be acquired, for the use and benefit of the public schools of the city, and to sell or exchange and to lease any of such property; provided, that the proceeds of any such sale or exchange shall be exclusively applied to the purchase of other lots or the erection of school houses.

7. To grade, fence and improve all school lots, and in front thereof to grade, sewer or pave and repair the streets, and to construct and repair sidewalks.

8. To sue for any or all property belonging to or claimed by the said Board of Education, and to prosecute and defend all actions at law or in equity, necessary to recover and maintain the full enjoyment and possession of said property, and to require the services of the City Attorney free of charge in all such cases.

9. To determine annually the amount of money required for the support of the public schools, and for carrying into effect all the provisions of law in reference thereto; and in pursuance of this provision the Board shall, on or before the fifteenth day of July each year, submit in writing to the City Council a careful estimate of the whole amount of money to be received from the State and County and the amount required from the City for the above purposes, and the City Council shall in each year fix the percentage of taxes to be levied and collected for school purposes; provided, that the amount to be thus levied for school purposes shall not exceed twenty cents on each one hundred dollars valuation upon the assessment roll, and that when collected it shall be paid into the School Fund.

10. To establish regulations for the just and equitable disbursement of all moneys belonging to the School Fund.

11. To examine and approve, in whole or in part, in the manner provided in section 212, every demand payable out of the School Fund, or to reject any such demand for good cause.

12. To discharge all legal incumbrances now existing, or which may hereafter exist, upon any school property.

13. To prohibit any child under six years of age from attending the public schools.

14. In its discretion to establish kindergarten schools for the instruction of children between the ages of five and six years, an industrial or manual training schools or departments.

15. To receive and manage property or money acquired by bequest or donation in trust for the benefit of any school, educational purpose or school property.

16. And generally to do and perform such other acts as may be necessary and proper to carry into force and effect the powers conferred on said Board, and to increase the efficiency of the public school in said city.

SEC. 72. All contracts for building shall be given to the lowest bidder therefor, offering adequate security, to be determined by the Board after due public notice, published for not less than ten days in the official newspaper of the city. It shall be the duty of the Board to furnish all necessary supplies for the public schools. All supplies, books, stationery, fuel, printing goods, material, merchandise, repairing and every other article or thing supplied to or done for the public schools, or any of them, when the expenditure to be incurred on account of such matter may exceed five hundred dollars, shall be done or furnished by contract, let to the lowest bidder after like public advertisement; provided, that the Board of Education may reject any and all bids under this section.

SEC. 73. Any member of the Board of Education, officer, or other person officially connected with the School Department or drawing a salary from the Board of Education, who, while connected or drawing such salary, upon investigation by the Board of Education, shall be found to be interested either directly or indirectly in, or to have gained any advantages or benefits from any contract, payments under which have been or are to be made in whole or in part from moneys derived from the School Fund, or raised by taxation or otherwise for the support of the public schools, shall forfeit his office, and the Board of Education shall thereupon declare such office vacant.

SEC. 74. The Board of Education shall, before the 30th day of June of each year, fix a schedule of salaries for teachers and employes of the School Department, to take effect on the 1st day of July following, and to remain in force during one year.

#### SCHOOL SUPERINTENDENT. .

SEC. 75. The Superintendent, with the approval of the Board of Education, may, for good and sufficient cause, provisionally suspend any teacher employed in the public schools of the city until the next meeting of the Board of Education. It shall be the duty of the Superintendent to report to the Board of Education annually and at such other times as it may require, all matters pertaining to the expenditure, income and condition of progress of the public schools of said city during preceding year, with such recommendation as he may deem proper; to visit each school at least once a month; to observe, and cause to be observed, such general rules for the regulation, government and instruction of the schools as may be established by the Board; to recommend to the Board the dismissal of teachers, stating the reasons therefor; to attend all sessions of the Board, and inform it at each session of the condition of the public schools, school houses, School Fund and other matters connected

therewith, and recommend such measures as he may deem necessary for the advancement of education in the city; and acquaint himself with all the laws, rules and regulations governing the public schools in said city, and the judicial decisions thereon, and give advice connected with public schools, gratuitously, to officers, teachers, pupils, parents and guardians.

#### SCHOOL FUND.

SEC. 76. The School Fund shall consist of all moneys received from the State School Fund and County School Fund, and all moneys arising from taxes which shall be levied annually by the City Council of the city for school purposes; of all moneys arising from the sale, rent, or exchange of any of the school property, and of such other moneys as may, from any source whatever, be paid into any School Fund. The School Fund shall be separate and distinct from all other moneys, and shall only be used for school purposes under the provisions of this charter. If, at the end of any fiscal year, any surplus remains in the School Fund, such surplus money shall be carried forward to the School Fund for the next fiscal year, and shall not be, for any purpose whatever, diverted or withdrawn from said fund, except under the provisions of this charter.

SEC. 77. The said School Fund shall be used and applied by said Board of Education for the following purposes, to-wit:

1. For the payment of the salaries or wages of the Superintendent, Deputy Superintendent, Clerk, teachers, janitors, School Census Marshals, and other persons who may be employed by said Board.
2. For the erection, alteration, repairs, rent, and furnishing of school houses.
3. For the purchase money or rent of any real or personal property purchased or leased by said Board.
4. For the insurance of all school property.
5. For the discharge of all legal incumbrances on any school property.
6. For lighting the school rooms and the offices and rooms of the Superintendent and Board of Education.
7. For supplying the schools with fuel, water, apparatus, blanks, blank books and necessary school appliances, together with books for indigent children.
8. For supplying books, printing and stationery for the use of the Superintendent and Board of Education, and for the incidental expenses of the Department.
9. For grading and improving all school lots, and for grading, sewerage, planking or paving and repairing streets, and constructing and repairing sidewalks in front thereof.



SEC. 78. All demands authorized by this article shall be paid by the City Treasurer from the School Fund provided that the said Board shall not have the power to contract any debts or liabilities, in any form whatsoever, against said city, in contravention of this article, or exceeding in any year the income and revenue provided for the School Fund for such year; but this provision shall not be construed to prevent the incurring of indebtedness for permanent improvements to be liquidated by the proceeds of municipal bonds issued by the city of Los Angeles in accordance with the general laws of the State for the purpose of defraying the cost of such permanent improvement.

SEC. 79. It shall be the duty of the Auditor of the County of Los Angeles, upon the first Monday of each month, and at such other times as he may deem proper, to certify in duplicate to the Superintendent of Schools of such County the amount of school moneys at that time in the County Treasury, and the amount received during the previous month. The County Superintendent shall, upon the receipt of such certificates, indorsed upon one of them the amount of such moneys to which the public schools of the city are entitled. The certificates so indorsed shall be at once returned to said Auditor, who shall direct upon the same the County Treasurer to pay the sum designated upon such certificate to the Treasurer of the city for the use of the School Fund thereof.

SEC. 80. The Treasurer of said County shall thereupon pay to the Treasurer of said city the sum directed by the Auditor as above provided; and when said moneys are placed in the City School Fund, they shall be used in precisely the same manner as moneys raised by city school taxes in the city; provided, that the entire revenue derived by the city from the State School Fund and the State School Tax Fund shall be applied by said Board of Education exclusively to the support of primary and grammar schools.

## ARTICLE XIII.

### INFECTIOUS DISEASES.

SEC. 128. The Health Officer shall report to the Superintendent of the Public Schools the names and residence of every person sick of typhus or yellow fever, Asiatic cholera, smallpox, leprosy, diphtheria or scarlet fever, he may deem dangerous to the public health; and it shall be the duty of the Superintendent of Public Schools when so notified of the residence of any person sick of any of the diseases enumerated, to refuse admittance to the public schools to any member of a family, one or more of whose inmates are sick of any of the aforesaid diseases; provided, that the parties excluded shall be readmitted upon presenting a certificate from the Health Officer that there is no longer any danger from contagion.

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ARTICLE XXI.

CLAIMS AND DEMANDS.

SEC. 212. All demands payable out of the School Fund must, before they can be approved by the City Auditor, or paid, be previously approved by the Board of Education, by a vote of six members thereof taken with the ayes and noes and spread on the minutes, and the action of said Board indorsed on said demand and signed by the presiding officer and Clerk thereof. After the approval of said demands they shall be delivered to the City Auditor, who shall have the same powers and perform the same duties in reference to demands payable out of the School Fund as is provided for in other demands; provided, that in case the City Auditor shall reject any such demand, or if in his opinion said demand should be paid only in part, he shall return the same to the Board of Education instead of the Council.

SEC. 214. Any demand returned to the Board of Education or the Board of Directors of the Los Angeles Public Library, with the objection of the City Auditor shall again be considered by such Board, and if such demand be again approved, as required in the first instance, such objection of the City Auditor shall be thereby overruled.

EXTRACTS  
FROM THE  
STATE SCHOOL LAW

AS AMENDED BY THE  
LEGISLATURE, MARCH 25, 1893.

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1503. *First*—The Board of Trustees of each State Normal School, upon the recommendation of the faculty, may issue to those pupils who worthily complete the whole course of study and training prescribed, a diploma of graduation.

*Second*—Said diploma shall entitle the holder to a grammar grade certificate from any City, City and County, or County Board of Education in the State.

*Third*—Whenever any City, City and County, or County Board of Education shall present to the State Board of Education a recommendation showing that the holder of a Normal School diploma has had a successful experience of two years' teaching in the public schools of this State subsequent to the granting of such diploma, the State Board of Education shall grant to the holder thereof a document, signed by the President and Secretary of the State Board showing such fact. The said diploma, accompanied by said document of the State Board attached thereto, shall become a permanent certificate of qualification to teach in any primary or grammar school in the State, valid until such time as the said diploma may be revoked, as provided in subdivision thirteen of section fourteen hundred and eighty-nine of this code.

*Fourth*—Upon presentation of the diploma and document referred to in subdivision third of this section, to any City, City and County, or County Superintendent of Schools, said Superintendent shall record the name of the holder thereof in a book provided for that purpose in his office, and the holder thereof shall thenceforth be absolved from the requirement of subdivision first of section sixteen hundred and ninety-six of this code.

*Fifth*—Said diploma of graduation from any Normal School in this State when accompanied by a certificate, granted by the faculty of the State University, showing that the holder thereof, subsequent to receiving said diploma, has successfully completed the prescribed course of instruction in the pedagogical department of the State University, shall entitle the holder to a high school certificate, authorizing the holder to teach in any primary or grammar school, and in any high school in this State, except those in which the holder would be required to teach languages other than the English.

1521. The powers and the duties of the State Board of Education are as follows:

*First*—To adopt rules and regulations not inconsistent with the laws of this State, for its own government and for the government of the public schools and district school libraries.

*Second*—To grant educational diplomas of two grades, valid throughout the State for the period of six years, as follows:

1. High School; authorizing the holder to teach in any Primary or Grammar School, and in any High School in which said holder is not required to teach languages other than the English.

2. Grammar School; authorizing the holder to teach in any Primary or Grammar School.

*Third*—To grant life diplomas of two grades, valid throughout the State, as follows:

1. High School; authorizing the holder to teach in any Primary or Grammar School, and in any High School in which said holder is not required to teach languages other than the English.

2. Grammar School; authorizing the holder to teach in any Primary or Grammar School.

*Fourth*—Except as provided in section one thousand five hundred and three of this code, diplomas may be issued only to such persons as have held for one year, and who still hold a valid City, City and County, or County certificate corresponding in grade to the grade of the diploma applied for, and who shall furnish satisfactory evidence of having had a successful experience in teaching of at least five years, when applying for an educational diploma, and of at least ten years when applying for a life diploma. Every application must be accompanied to the State Board of Education by a certified copy of a resolution adopted by at least a four-fifths vote of all the members composing a City or County Board of Education, recommending that the diploma be granted, and also by an affidavit of the applicant specifically setting forth the places in which and the dates between which said applicant has taught, and that said applicant has taught a part of each year for five or ten calendar years, respectively. The five or ten years need not be consecutive years, but the aggregate experience must be at least thirty-five months for an educational, and seventy months for a life diploma, and in either case the applicant must have had twenty-one months' experience in the public schools of California. The application must also be accompanied by a fee of two dollars, for the purpose of defraying the expense of issuing the diploma.

*Fifth*—To revoke or suspend for immoral or unprofessional conduct, or for evident unfitness for teaching; life diplomas or educational diplomas heretofore issued, or that may hereafter be issued, and to adopt such rules for the revocation of diplomas as they may deem expedient or necessary.

1533. He—the State Superintendent—shall have power to call biennially, a convention of the County and City Superintendents, to assemble at such time and place as he shall deem most convenient, for the discussion of questions pertaining to the supervision and administration of the public schools, the laws relating thereto, and such other subjects affecting the welfare and interest of the public schools as shall properly be brought before it. It is hereby made the duty of all County and City Superintendents to attend and take part in the proceedings of such convention when it is called. The actual expenses of the County Superintendents attending the convention shall be allowed by the Board of Supervisors and paid out of the same fund as the salary of the County Superintendents is paid; the actual expenses of the City Superintendents attending the convention shall be allowed and paid out of the same fund as the salary of such City Superintendents is paid.

1534. It is the duty of the County Superintendent of each county :

*First*—To superintend the schools of his county.

*Second*—1. To apportion the school moneys to each school district as provided in section one thousand eight hundred and fifty-eight of this code at least four times a year. For this purpose he may require of the County Auditor a report of the amount of all school moneys on hand to the credit of the several school funds of the county not already apportioned; and it is hereby made the duty of the Auditor to furnish such report when so required, and whenever an excess of money has accumulated to the credit of a school district by reason of a large census roll and a small attendance, beyond a reasonable amount necessary to maintain a school for eight months in such a district for the year, the Superintendent of Schools shall place said excess of money to the credit of the unapportioned school funds of the county, and shall apportion the same as other school funds are apportioned.

*Third*—1. On the order of the Board of School Trustees to draw his—the County Superintendent's—requisition upon the County Auditor for all necessary expenses against the school fund of any district, or any city or town which has not a Board of Education. The requisitions must be drawn in the order in which the orders therefor are filed in his office. Each requisition must specify the purpose for which it is drawn; but no requisition shall be drawn unless the money is in the fund to pay it, and no requisition shall be drawn upon the order of the Board of School Trustees against the funds of any district, except for teachers salaries, unless such order is accompanied by an itemized bill showing the separate items and the price of each, in payment for which the order is drawn, nor shall any requisition for teachers' salaries be drawn unless the order shall state the monthly salary of the teacher, and name the months for which such salary is due. Upon the receipt of such requisition the Auditor shall draw his warrant upon the County Treasurer in favor of the parties for the amount stated in such requisition.

2. On the order of the Board of Education of any city having a Board of Education, the County Superintendent shall draw his requisition upon the County Auditor in favor of the City Treasurer of said City for all State and County moneys, and for all other moneys apportioned by the said Superintendent to said City. Upon the presentation of said requisition the County Auditor shall draw his warrant upon the County Treasurer in favor of the Treasurer of said City for the amount stated in said requisition. It shall be the duty of the County Treasurer to pay the amount stated in the warrant of the County Auditor to the Treasurer of said City; and it shall be the duty of the Treasurer of said City to receive and safely keep all moneys so received, and to pay the same out upon the order of the Board of Education of said City, which order must be issued by said Board of Education as provided in division (I) one of this subdivision of section one thousand five hundred and forty-three of the political code.

*Seventh*—He shall have the power to issue, if he deem it proper to do so, temporary certificates, valid until the next semi-annual meeting of the County Board of Education, to persons holding certificates of like grade granted in other Counties, Cities, or Cities and Counties, or upon any certificates or diplomas upon which County Boards are empowered to grant certificates without examination, as specified in section seventeen hundred and seventy-five; *provided*, that no person shall be entitled to receive such temporary certificate more than once in the same County.

1560. The Superintendent of every County in which there are twenty or more school districts, and of every City and County in the State, must hold at least one teachers' institute in each year; and every teacher employed in a public school in the county must attend such institute, and participate in its proceedings; *provided*, that cities employing seventy or more teachers may have a separate institute, to meet at least once a year, the sessions to be of not less than three nor more than five days; and *provided further*, that teachers attending such City Institute shall not be required to attend the County Institute. The expenses of such City Institutes, not exceeding two hundred dollars annually, shall be paid from the special school funds of said City.

1565. Except for a temporary certificate, and except as provided in subdivision second of section one thousand five hundred and three of the political code, every applicant for a teachers' certificate, or for the renewal of a certificate, upon presenting his application, shall pay to the County Superintendent a fee of two dollars, to be by him immediately deposited with the County Treasurer, to the credit of a fund to be known as the teachers' institute and library fund. All funds so credited shall be drawn out only upon the requisition of the County Superintendent of Schools upon the County Auditor, who shall draw his warrant in payment of the service of instructors in the County Teachers' Institute; *provided*, they be not teachers in the public schools of the county in which such institute is held, and for the purchase of books for a library for the

use of the teachers of the county. At least fifty per cent. of the teachers' institute and library fund shall be expended for books. The County Superintendent shall take charge of the teachers' library, prepare a catalogue of its contents, and keep a correct record of books taken therefrom or returned thereto.

1617. The power and duties of Trustees of School Districts and of Boards of Education in Cities, are as follows:

*First*—To prescribe and enforce rules, not inconsistent with law or those prescribed by the State Board of Education, for their own government and government of schools and to transact their business at regular or special meetings called for such purpose, notice of which shall be given each member.

*Second*—To manage and control the school property within their districts, and to pay all moneys collected by them, from any source whatever, for school purposes, into the county treasury, to be placed to the credit of the special fund of their districts.

*Third*—To purchase text books of the state series for the use of pupils whose parents are unable to purchase them, school furniture, including organs and pianos and apparatus and such other things as may be necessary for the use of schools; *provided*, that except in incorporated cities having Boards of Education, they purchase such books and apparatus only as have been adopted by the County Board of Education.

*Fourth*—To rent, furnish, repair and insure the school property of their respective districts.

*Fifth*—When directed by a vote of their district, to build school houses or to purchase or sell school lots.

*Sixth*—To make, in the name of the district, conveyances on all property belonging to the district and sold by them.

*Seventh*—To employ the teachers, and excepting in incorporated cities having Boards of Education, immediately notify the Superintendent of Schools in writing of such employment, naming the grade of certificate held by the teachers employed; also to employ janitors and other employes of the schools; to fix and order paid their compensation, unless the same be otherwise prescribed by law; *provided*, that no Board of Trustees shall enter into any contract with such employes to extend beyond the thirtieth day of June next ensuing.

*Eighth*—To suspend and expel pupils for misconduct.

*Ninth*—To exclude from schools children under six years of age; *provided*, that in cities and towns in which the kindergarten has been adopted or may hereafter be adopted, as a part of the public primary schools, children may be admitted to such kindergarten classes at the age of four years.

*Tenth*—To enforce in schools the course of study and the use of text-books prescribed and adopted by the proper authority.

*Eleventh*—To appoint district librarians, and enforce the rules prescribed for the government of district libraries.

*Twelfth*—To exclude from schools and school libraries all books, publications or papers of a sectarian, partizan or denominational character.

*Thirteenth*—To furnish books for the children of parents unable to purchase them; the books so furnished to belong to the school district, and to be kept in the district school library when not in use.

*Fourteenth*—To keep a register, open to the inspection of the public, of all children applying for admission and entitled to be admitted into the public schools, and to notify the parents or guardians of such children when vacancies occur, and to receive such children into the schools in the order in which they are registered.

*Fifteenth*—To permit children from other districts to attend the schools of their district only upon the consent of the trustees of the district in which such children reside; *provided*, that should the trustees of the district in which children, whose parents or guardians desire them to attend in other districts, reside, refuse to grant their consent, the parents or guardians of such children may appeal to the County Superintendent, and his decision shall be final.

*Sixteenth*—On or before the first day of April in each year to appoint a School Census Marshal, and notify the Superintendent of Schools thereof; *provided*, that in any city, or city and county, the appointment of all school census marshals shall be subject to the approval of the City Superintendent of Schools.

*Seventeenth*—To make an annual report, on or before the first day of July, the Superintendent of Schools, in the manner and form, and on the blanks prescribed by the Superintendent of Public Instruction.

*Eighteenth*—To make a report, whenever required, directly to the Superintendent of Public Instruction of the text-books used in their schools.

*Nineteenth*—To visit every school in their district at least once in each term, and examine carefully into its management, condition and wants. This clause to apply to each and every member of the Board of Trustees.

1619. *First*—The Boards of School Trustees and City Boards of Education must maintain all the schools established by them for an equal time during the year, and as far as practicable, with equal rights and privileges.

1620. Writing and drawing paper, pens, inks, blackboards, black-board rubbers, crayons, and lead and slate pencils, and other necessary supplies for the use of the schools, must be furnished under the direction



of the City Boards of Education and Boards of School Trustees, and charges therefor must be audited and paid as other claims against the county school fund of their districts are audited and paid.

1621. The Boards of School Trustees and City Boards of Education must use the school moneys received from the State and county apportionments exclusively for the support of schools for that school year, until at least an eight months' school has been maintained; if, at the end of any year during which an eight months' school has been maintained, there is an unexpected balance, it may be used for the payment of claims against the district outstanding, or it may be used for the year succeeding. Any balance remaining on hand at the end of any school year in which school has not been maintained eight months shall

be apportioned by the Superintendent of schools as other moneys are apportioned; *provided*, that if a district has been prevented from maintaining a school for eight months in any year in consequence of fire, flood, prevailing epidemic, or other cause which may upon investigation by the Superintendent of the County be determined to be a good and sufficient one, said balance shall not be reapportioned.

1634. It is the duty of the Census Marshal:

*First*—To take annually, between the fifteenth and thirtieth days of April, inclusive a census of children, including the children of Indian parents who pay taxes or who are not living in the tribal relation, under seventeen years of age, who were residents of his district on said fifteenth day of April.

*Second*—To report the results of his labors to the Superintendent of Schools (or to the Board of Education, in cities,) on or before the tenth day of May in each year.

*Third*—He shall visit each habitation, home, residence, domicile or place of abode in his district, and by actual observation and interrogation enumerate the census children of the same.

*Fourth*—Before entering upon the discharge of his duties as such, the Census Marshal must qualify and file his oath of office with the Superintendent of Schools.

1636. His report must be made under oath, upon blanks furnished by the Superintendent of Public Instruction, and must show:

*First*—The number, age, sex, color and nationality of the children listed.

*Second*—The names of the parents and guardians of said children arranged alphabetically, except in cities of the first class. In all cities the number and street of residence must be given.



SEVENTEENTH STREET SCHOOL



*Third*—Such other facts as the Superintendent of Public Instruction may designate.

*Fourth*—The Census Marshals have the power to administer oaths to parents and guardians.

*Fifth*—If at any time the Superintendent of Schools has reason to believe that a correct census of the district has not been taken he must have it corrected, and, if necessary for the purpose, he may appoint a Census Marshal and have the census of the district retaken. Should the Board of Education or Board of School Trustees of said city or district refuse to issue an order for the compensation of said Marshal for his services the Superintendent is hereby authorized to issue his requisition therefor against the county fund of such city or district without such order.

1637. He must include in his report all children who are absent attending institutions of learning, and whose parents or guardians are residents of the district; he must also include as census children the children of Indian parents who pay taxes and of Indian parents who are not living in the tribal relation; he must also include all orphan children absent from the district in orphan asylums, whose guardians reside in the district, and every half orphan absent in asylums whose surviving parent or guardian resides in the district; he must also include all native-born Chinese children.

1638. He must not include in his report children who are attending institutions of learning or such benevolent institutions as deaf and dumb, blind and orphan asylums in his district whose parents or guardians do not reside therein.

1639. The compensation of Census Marshal must be audited and paid as other claims upon the school fund of the district are audited and paid; *provided*, such compensation shall not exceed six dollars per day for time actually and necessarily employed; *and provided, further*, that in no case shall the compensation be computed at a per capita sum; nor shall any order for such compensation be drawn by the Trustees of any district, or by any Board of Education, until they shall have been notified by the Superintendent that the report of the Census Marshall has been approved by him. In case the report should not be approved by the Superintendent the Census Marshal shall not be entitled to receive any compensation.

1662. Every school, unless otherwise provided by law, must be open for the admission of all children between six and twenty-one years of age residing in the district, and the Board of School Trustees or City Board of Education have power to admit adults and children not residing in the district, whenever good reasons exist therefor. Trustees shall have the power to exclude children of filthy or vicious habits or children suffering from contagious or infectious diseases, and also to

establish separate schools for Indian children and for children of Mongolian or Chinese descent. When such separate schools are established, Indian, Chinese or Mongolian children must not be admitted into any other school; *provided*, that in cities and towns in which the kindergarten has been adopted, or may hereafter be adopted, as part of the public primary schools, children may be admitted to such kindergarten classes at the age of four years.

1663. All schools, unless otherwise provided by law, must be divided into primary and grammar grades.

1665. Instruction must be given in the following branches, in the several grades in which each may be required, viz: Reading, writing, orthography, arithmetic, geography, grammar, History of the United States, elements of physiology and hygiene, with special instructions as to the nature of alcoholic drinks and narcotics and their effects upon the human system, vocal music, elementary bookkeeping, industrial drawing and civil government; *provided*, that instruction in physiology and hygiene, elementary bookkeeping and civil government may be oral, no text books in these subjects being required to be purchased by the pupils; *provided, further*, that the Board of Education of any county may, in districts having less than one hundred census children, confine the pupils to the studies of reading, orthography, arithmetic, grammar, geography, history, penmanship and elementary bookkeeping until they have a practical knowledge of such of these subjects.

1666. Other studies may be authorized by the Board of Education of any county, city, or city and county, but no such studies shall be pursued to the neglect or exclusion of the studies in the preceding section specified.

1667. Instruction must be given in all grades of school and in all classes during the entire school course in manners and morals and upon the nature of alcoholic drinks and narcotics and their effects upon the human system.

1672. No publication of a sectarian, partisan or denominational character must be used or distributed in any school or be made a part of any school library, nor must any sectarian or denominational doctrine be taught therein. Any school district, town or city, the officers of which knowingly allow any schools to be taught in violation of these provisions forfeits all right to any State or county apportionment of school moneys, and upon satisfactory evidence of such violation the Superintendent of Public Instruction and School Superintendent must withhold both State and county apportionments.

1673. No school must be continued in session more than six hours a day, and no pupil under eight years of age must be kept in school more than four hours per day. Any violation of the provisions of this section must be treated in the same manner as the violation of the provisions of the preceding sections.

1696. Every teacher in the public schools must:

*First*—Before assuming charge of a school, file his or her certificate with the Superintendent of Schools; *provided*, that when any teacher so employed is the holder of a California State Normal School diploma, accompanied by the certificate of the State Board of Education, as provided in subdivision third, of section one thousand five hundred and three, of the political code, an educational or life diploma of California, upon presentation thereof to the Superintendent he shall record the name of said holder in a book provided for that purpose in his office, and the holder of such diploma shall thereupon be absolved from the provisions of this subdivision.

*Second*—Before taking charge of a school, and one week before closing a term of school, notify the County Superintendent of such fact, naming the day of opening or closing. Boards of Education and Boards of School Trustees must in every case give to the teacher a notice of at least two weeks of their intention to close the term of school under their charge. No Superintendent shall draw any requisition for the last month's salary of any teacher until said teacher has filed with him the notice required by this subdivision.

*Third*—Enforce the course of study, the use of the legally authorized text-books, and the rules and regulations prescribed for schools.

*Fourth*—Hold pupils to a strict account for their conduct on the way to and from school, on the playground, or during recess, suspend, for good cause, any pupil from the school, and report such suspension to the Board of School Trustees or City Board of Education for review. If such action is not sustained by them, the teacher may appeal to the County Superintendent, whose decision shall be final.

*Fifth*—Keep a State school register, in which shall be left at the close of the term, a report showing programme of recitations, classification, and grading of all pupils who have attended school at any time during the school year. The Superintendent shall in no case draw a requisition in favor of the teacher, until the teacher has filed with him a certificate from the Clerk of the Board of School Trustees to the effect that the provisions of this subdivision have been complied with.

*Sixth*—Make an annual report to the County Superintendent at the time and in the manner and on the blanks prescribed by the Superintendent of Public Instruction. Any teacher who shall end any school term before the close of the school year, shall make a report to the County Superintendent immediately after the close of such term; and any teacher who may be teaching any school at the end of the school year, shall in his or her annual report, include all statistics for the entire school year, notwithstanding any previous report for a part of the year. The Superintendent of Schools shall in no case draw a requisition for the salary of any teacher for the last month of the school term until the report required by this subdivision has been filed, and by him approved.

*Seventh*—Make such other reports as may be required by the Superintendent of Public Instruction, County Superintendent, Board of School Trustees, or City Board of Education.

1697. A school month is construed and taken to be twenty school days, or four weeks of five school days each.

1702. It shall be the duty of all teachers to endeavor to impress upon the minds of the pupils the principles of morality, truth, justice and patriotism, to teach them to avoid idleness, profanity and falsehood; to instruct them in the principles of a free government, and to train them up to a true comprehension of the rights, duties and dignity of American citizenship.

1704. No person is eligible to teach in any public school in this State, or to receive a certificate to teach, who has not attained the age of eighteen years.

1712. *First*—The Board of School Trustees and the City Board of Education in any city must expend the library fund, together with such moneys as may be added thereto by donation, in the purchase of school apparatus and books for a school library, including books for supplementary work, and no warrant shall be drawn by the Superintendent of Schools upon the order of any Board of Trustees against the library fund of any district unless such order is accompanied by an itemized bill, showing the books and apparatus, and the price of each, in payment of which the order is drawn, and unless such books and apparatus have been adopted by the County, or City, or City and County Board of Education; all orders of the trustees and of Boards of Education for books or apparatus must in every case be submitted to the Superintendent of Schools of the County, or City, or City and County, respectively, for his approval, before said books or apparatus shall be purchased.

*Second*—The Trustees of each district shall cause each book now in their district school library, or that may hereafter be placed in said library, to be stamped on the fly leaf, on the title page and on each one hundredth page of the book, with the words, "Department of Public Instruction, State of California, — County, — District Library," and the County Superintendent is hereby authorized and instructed to procure such stamp for each district in his county, and to pay the same out of the county school fund of such district.

1714. In cities not divided into school districts, the library fund shall consist of a sum not to exceed fifty dollars for every one thousand children or fraction thereof of five hundred or more, between the ages of five and seventeen years, annually taken from the city or county school fund apportioned to the city. The Superintendent shall apportion the library fund in cities not divided into districts among the several schools in proportion to the average number of children belonging to each school.

1715. Libraries are under the control of the Board of Trustees or City Board of Education, and must be kept, when practicable, in the school houses.

1770. *First*—Each County Board of Education shall meet semi-annually, at such time as they may determine.

*Second*—Examination of applicants for teachers' certificates shall be held only at the semi-annual meeting of the Board. Certificates upon credentials may be granted, and certificates may be renewed, at any meeting of the Board.

1771. County Boards of Education have power:

*First*—To adopt rules and regulations, not inconsistent with the laws of this State for their own government.

*Second*—To prescribe and enforce rules for the examination of teachers.

*Third*—To examine applicants, and to prescribe a standard of proficiency which will entitle the person examined to a certificate, and to grant certificates of three grades, valid throughout the county, except as provided in section seventeen hundred and seventy-five, as follows:

1. High School; valid for six years, authorizing the holder to teach any High School, Grammar Grade or Primary School; *provided*, that holders of Grammar School Course certificates shall be entitled to receive High School certificates in lieu thereof.

2. Grammar Grade; valid for six years, authorizing the holder to teach any Grammar Grade or Primary School.

3. Primary; valid for two years, authorizing the holder to teach any Primary School. Also to grant special certificates, valid for six years, which shall entitle the holder to teach such special branches as may be required by City or County Boards of Education.

*Fourth*—To revoke or suspend, for immoral or unprofessional conduct, or evident unfitness for teaching, the certificates granted by them.

*Fifth*—All examination papers for teachers' certificates shall be kept on file in the office of the Superintendent of Schools for at least one year, and shall be open for the inspection of applicants or their authorized agents.

1772. Except as provided in section seventeen hundred and seventy-five, certificates shall be granted only to those who have passed a satisfactory examination in all the studies prescribed by the County Board of Education; *provided*, that applicants for Primary county certificates shall be required to pass an examination only in arithmetic, grammar, geography, composition, history of the United States, orthography, defining, penmanship, reading, methods of teaching, school law, industrial drawing, physiology, civil government, elementary bookkeeping and vocal music.



1775. *First*—The Board may also, without examination, grant county certificates of either the grammar or the primary grade to the holders of life diplomas of other states, Nevada, Oregon and Washington State educational diplomas, San Francisco Normal class diplomas, when recommended by the Superintendent of Public Schools of said city; California State University diplomas, when recommended by the Faculty of the University; State Normal School diplomas of other States, grammar grade certificates of any county, city, or city and county of California, and county certificates of the High School grade to holders of California State University diplomas, when recommended by the Faculty of the University, and to graduates of any other institution in the United States which the State Board of Education of this State shall have recommended as being of the same rank as the State University of California, when the diploma of graduation from said institution shall be accompanied by a recommendation from the faculty thereof, showing that the holder of the diploma has academic and professional training equivalent to that required by the State University. The general conditions on which such recommendations may be accepted by the County Boards of Education as fulfilling these requirements shall be prescribed by the State Board of Education.

*Second*—Whenever any holder of a diploma from the State University shall present to the State Board of Education satisfactory evidence of having had two years' successful experience as a teacher subsequent to graduation, accompanied by a recommendation from the Faculty of the State University, showing that said graduate has completed the prescribed course in the pedagogical department of the State University, the State Board of Education shall grant to the holder of said University diploma a document signed by the President and Secretary of the State Board, showing such fact, and the said diploma, accompanied by said document of the State Board attached thereto, shall become a permanent certificate of qualification to teach any Primary, Grammar or High School in the State; valid until such time as the said document shall be revoked by said Board of Education for any of the causes shown in subdivision four of section one thousand seven hundred and ninety-one.

*Third*—The Board may, without examination, renew unexpired certificates previously granted by said Board, such renewed certificates to remain valid for the same length of time for which new certificates may be granted, and the grammar grade and primary certificates issued or renewed by the County Board of Education shall entitle the holder thereof to teach in any city or district school in the county in grades corresponding to the grades of their certificates; *provided*, that in cities having special departments in their schools, holders of credentials mentioned above may be examined by the City Board of Examination in the special studies of such departments. County Boards of Education may issue, upon proper examination of credentials, special certificates in any

special branches taught in the schools of the county. All certificates must be issued upon the blank forms prepared for the purpose by the Superintendent of Public Instruction.

1787. In every city or city and county of the first, second or third class having a Board of Education there may be a City Board of Examination.

1788. Each City Board of Examination shall consist of the City Superintendent of Schools and four other members, residents of such city, all of whom shall be experienced teachers, elected by the City Board of Education, and holding office for two years.

1790. The City Board of Examination must meet and hold examinations for the granting of teachers' certificates semi-annually, at such times as they may determine. They may also hold monthly meetings for the transaction of such business as may come before them. Special meetings may be called by the City Superintendent when in his judgment the same are necessary, and on the request in writing of any three members of the Board the City Superintendent shall call a special meeting. No business shall be transacted at any special meeting except such as is indicated in the call therefor, and of all special meetings due notice shall be given to each member of the Board. The place of meeting shall be designated by the chairman. All meetings of the City Board of examination shall be public, and the record of their proceedings shall be kept in the office of the City Superintendent of Schools.

1791. Each City Board of Examination has power:

*First*—To adopt rules and regulations, not inconsistent with the laws of this State, for its own government and for the examination of teachers.

*Second*—To examine applicants and to prescribe a standard of proficiency which will entitle the person examined to receive (1) a High School certificate, valid for six years, and authorizing the holder to teach in any Primary, Grammar or High School in such city; (2) a City certificate, Grammar Grade, valid for six years, authorizing the holder to teach any Primary or Grammar School in such city; (3) a City certificate, Primary grade, valid for two years, authorizing the holder to teach any Primary School in such city. They shall report the result of the examination to the City Board of Education, and said Board of Education shall thereupon issue to the successful candidates the certificates to which they shall be entitled.

*Third*—To recommend applicants for special certificates, valid for a period not to exceed six years, upon such special studies as may be authorized by the City Board of Education of such city.

*Fourth*—For immoral or unprofessional conduct, profanity, intemperance or evident unfitness for teaching, to recommend to the City Board of Education the revocation of any certificates previously granted by said Board of Education in such city, or city and county.

1792. City, or City and County Boards of Examination may also recommend the granting of city certificates, and the renewal thereof, in the manner provided for the granting and renewing of County certificates by the County Board of Education in section one thousand seven hundred and seventy-five of this code.

1793. The holders of City certificates are eligible to teach in the cities in which such certificates were granted in schools of grades corresponding to the grades of such certificates, and when elected shall be dismissed only for insubordination or other causes, as mentioned in section seventeen hundred and ninety-one of this act, duly ascertained and approved by the Board of Education of said cities and City Superintendents of Public Schools, elected by City Boards of Education, shall be elected for a term of four years; and said City Boards of Education shall have full power to fix the salary of all employees. The holders of special City certificates are eligible to teach the special studies mentioned in their certificates in all the schools in the city in which such certificates were granted.

1817. The County Superintendent of each County having a population of less than two hundred thousand inhabitants must, on or before the first regular meeting of the Board of Supervisors, in September in each year, furnish the Supervisors and the Auditor, respectively, an estimate in writing, of the minimum amount of county school fund needed for the ensuing year. The amount he must compute as follows;

*First*—He must ascertain, in the manner provided for in subdivisions one and two of sections eighteen hundred and fifty-eight, the total number of teachers in the county.

*Second*—He must calculate the amount required to be raised at five hundred dollars per teacher. From this amount he must deduct the total amount of State apportionments, and the remainder shall be the minimum amount of county school fund needed for the ensuing year; *provided*, that if this amount is less than sufficient to raise a sum equal to six dollars for each census child in the county, then the minimum amount shall be such a sum as will be equal to six dollars for each census child in the county.

1858. All State school moneys apportioned by the Superintendent of Public Instruction must be apportioned to the several counties in proportion to the number of school census children, as shown by the returns of the School Census Marshals of the preceding school year; *provided*, that Indian children whose parents are on government reservations, or are living in the tribal relation, and Mongolian children not native born, shall not be included in the apportionment list. The School Superintendent in each County must apportion all state and county school moneys as follows:

*First*—He must ascertain the number of teachers each district is entitled to by calculating one teacher for every seventy school census children, or fraction thereof, not less than twenty school census children, as shown by the next preceding school census; *provided*, that all children in any asylum, and not attending the public schools, of whom the authorities of said asylum are the guardians, shall not be included in making the estimate of the number of teachers to which the district in which the asylum is located is entitled.

*Second*—He must ascertain the total number of teachers for the county by adding together the number of teachers assigned to the several districts.

*Third*—Five hundred dollars shall be apportioned to each district for every teacher assigned to it; *provided*, that no district having ten and less than twenty school census children, shall be apportioned four hundred dollars: *provided further*, that to districts having over seventy school census children and a fraction of less than twenty, there shall be apportioned twenty dollars for each census child in said fraction.

*Fourth*—All school money remaining on hand after apportioning to the districts the money provided for in subdivision three of this section, must be apportioned to the several districts in proportion to the average daily attendance in each district during the preceding school year. Census children, whenever mentioned in this chapter, shall be construed to mean those between the ages of five and seventeen years.

*Fifth*—Whenever in any school year, prior to the receipt by the Counties, Cities, or Cities and Counties of this State of their State, County, or City school fund, the school districts or Cities shall not have sufficient money to their credit to pay the lawful demands against them, the County, City, or City and County Superintendent shall give the Treasurer of said County, City, or City and County, an estimate of the amount of school money that will next be paid into the County, City, or City and County treasury, stating the amount to be apportioned to each district. Upon the receipt of such estimate, it shall be the duty of the Treasurer of said County, City, or City and County, to transfer from any fund not immediately needed to pay claims against it, to the proper school fund, an amount not to exceed ninety per cent. of the amount estimated by the Superintendent, and he shall immediately notify the Superintendent of the amount so transferred. The funds so transferred to the school fund shall be re-transferred by the Treasurer to the fund from which they were taken, from the first money paid into the school fund after the transfer.

1861. The State School fund must be used for no other purpose than the payment of the salaries of Primary and Grammar schools.

1867. Any parent, guardian, or other person who shall insult or abuse any teacher in the presence of the school shall be guilty of a mis-

demeanor, and be liable to a fine of not less than ten nor exceeding one hundred dollars.

1868. Any person who shall wilfully disturb any public school or any public school meeting, shall be guilty of a misdemeanor, and liable to a fine of not less than ten nor more than one hundred dollars.

1873. Every officer, including Secretaries and Assistant Secretaries of Boards of Education, charged with the performance of duties under the provisions of this chapter, may administer and certify oaths relating to officers or official matters concerning public schools.

1874. *Second*—No change of text books must be made at any other time than in the months of May or June of the year in which the change is made, and no changes shall be made to take effect till the beginning of the school term commencing after the thirtieth day of June of that year.

1876. No School Trustee or member of any Board of Education must be interested in any contract made by the Board of which he is a member, and any contract made in violation of this provision is void.

1879. Any County Board of Supervisors, or any City Council, or any duly authorized committee thereof, may investigate the conduct of any member of a County, City, or City and County Board of Education, or school officer or employe, who may be charged with malfeasance in office, and in such capacity shall be entitled to the process of the courts to compel the attendance of witnesses; and the officer who shall preside at such investigation shall have power to administer all necessary oaths.

52. *Fourth*—The residence of the father during his life, and after his death the residence of the mother while she remains unmarried, is the residence of the unmarried minor child.

58. Every elector is eligible to the office for which he is an elector, except when otherwise specially provided; and no person is eligible who is not such an elector.

654. Every parent, guardian, or other person who upbraids, insults or abuses any teacher of the public schools, in the presence or hearing of a pupil thereof, is guilty of a misdemeanor.

# Certification of Teachers,

LOS ANGELES COUNTY, CAL.

## UPON EXAMINATION.

The examination of applicants for teachers' certificates shall be held semi-annually, beginning in June and December of each year.

## REGULATIONS.

1. Each applicant must be present at the beginning of the examination, and before entering upon the work must pay to the Secretary of the Board a fee of two dollars.
2. All applicants must begin each subject at the same time, and until a subject is finished no applicant shall be allowed to have a text-book in his or her possession, nor shall any applicant leave the room or communicate with any person without special permission from some member of the Board. Any violation of this rule shall be good cause for dismissal from the examination.
3. At the beginning of the examination, the applicants shall be numbered, and they shall endorse their papers with these numbers and the name of the subject, and all entries in the record book shall be made on these numbers only. The names of the applicants shall not be entered in the record book until the close of the examination, but shall together with the numbers and post-office addresses, be written at the beginning of the examination upon cards, which cards shall be kept in a sealed envelope until the standings are all made out.
4. No member of the Board shall communicate to any person the standing of any applicant upon any subject until the standings are completed. The numbers of those who fail on the test studies shall be announced as soon as determined.
5. Arithmetic, grammar and composition, and orthography shall be the test studies. Applicants who fail to obtain an average of 65 per cent. in these studies shall be excluded from further examination.
6. The subjects for examination, and the standard of credits shall be as follows:

## FOR PRIMARY CERTIFICATES.

	Credits.
1. Arithmetic.....	100
2. Grammar and Composition.....	100
3. Orthography.....	100
4. Geography .....	50
5. U. S. History.....	50
6. Word Analysis and Defining.....	50
7. Physiology.....	50
8. Penmanship.....	50
9. Industrial Drawing.....	50
10. Vocal Music.....	50
11. Methods of Teaching.....	50
12. Civil Government.....	50
13. Reading.....	50
14. Elements of Bookkeeping.....	25
15. School Law.....	25
Total.....	850

## GRAMMAR GRADE CERTIFICATES.

	Credits.
1. Elementary Geometry.....	50
2. Literature.....	50
3. Algebra to Quadratics.....	50
4. General History.....	50
5. Psychology and Principles of Education.....	50
6. Physics.....	50
7. Botany.....	50
8. Zoology.....	50
9. Rhetoric .....	50
Total.....	450

## FOR HIGH SCHOOL CERTIFICATES.

	Credits.
1. Algebra .....	50
2. Latin, or English (Subject 14, University of California).....	50
3. Geology .....	50
4. Geometry .....	50
5. Chemistry .....	50
6. Astronomy.....	50
7. Plane Trigonometry.....	50
Total.....	350

7. A Primary Certificate may be granted to any applicant receiving an average of not less than 80 per cent. upon the primary subjects; provided the applicant is 18 years of age and is a person of good moral character.

8. A Grammar Grade certificate may be granted to any applicant holding or entitled to receive a Primary Certificate of this county, who shall obtain an average of 80 per cent. in an examination upon the Grammar Grade subjects; provided the applicant is 18 years of age and is a person of good moral character.

9. A High School certificate may be granted to any applicant holding or entitled to receive a Grammar Grade certificate of this county who shall obtain an average of 80 per cent. in an examination upon the High School subjects; provided the applicant is 18 years of age, is a person of good moral character, and has taught successfully for at least two years.

10. Upon the request of a City Board of Education, a High School Board, or a Board of Trustees, special certificates may be granted by this Board upon credentials or examination, if upon examination the applicant shall obtain an average of not less than 85 per cent. A request for such examination must be filed with the Secretary of the Board at least ten (10) days before the examination is given.

#### UPON CREDENTIALS.

1. The Board may grant, without examination, a Primary or Grammar Grade certificate to the holder of a Life Diploma, a California, Nevada or Oregon State Educational Diploma, a California State Normal School Diploma, a San Francisco Normal Class Diploma, when recommended by the State Superintendent of Public Instruction; a California State University Diploma, when recommended by the Faculty of the University, and a State Normal School Diploma of any other State.

2. The Board may, without examination, grant a Primary Certificate to the holder of a valid Grammar Grade or High School Certificate issued upon examination in any other County of this State; also a Grammar Grade Certificate to the holder of a valid Grammar Grade or High School Certificate issued in like manner, provided said certificate shows an average standing of 85 per cent. on all the subjects required for a Grammar Grade Certificate in this county; provided further, that the applicant in each case shall bring a satisfactory recommendation from the Superintendent or Board of Education whence he or she comes.

3. The Board may, without examination, grant a High School Certificate to the holder of a California State University Diploma, when recommended by the Faculty of the University; or to a graduate of any other institution in the United States which the State Board of Education of this State shall have recommended as being of the same rank as the State University of California, when the diploma of graduation from



said institution shall be accompanied by a recommendation from the Faculty thereof, showing that the holder of the diploma has had academic and professional training equivalent to that required by the State University. The general conditions on which such recommendations may be accepted by the County Board of Education as fulfilling these requirements have been prescribed by the State Board of Education, and are as follows:

*Resolved*, That the City and County Boards of Education, in accepting recommendations of applicants for High School Certificates, under the provisions of Section 1775 of the Political Code, from Universities and Colleges recognized by the State Board of Education under the provisions of said section, must be governed by the following rules:

1. The recommendation must be issued by the Faculty of the institution from which the applicant graduated, and must be signed by the President and Secretary of the Faculty, and have the seal of the institution attached.

2. Such recommendation must clearly set forth the amount of professional training which the applicant has had in the institution by which he is recommended.

3. The amount of such professional training must in no case be less than that required by the University of the State of California, as specified in the Register thereof.

4. It shall be the duty of the City and County Superintendents to provide and keep in their respective offices the latest edition of the Register of the University of California, for the use of the members of their respective Boards.

5. No Board of Education shall consider the application of any party applying for a High School Certificate under the provisions of Section 1775 of the Political Code, as amended March 23, 1893, relative to institutions recognized by the State Board of Education, unless said applicant is a graduate of the institution recommending, and has had professional training equivalent to that required in the Pedagogical Department of the University of California.

6. No Board shall consider applications presented by parties who are not residents of the State of California; and provided further, that the applicant presents satisfactory evidence of having taught successfully for two years.

#### UPON CALIFORNIA NORMAL SCHOOL DIPLOMAS.

1503. *First*—The Board of Trustees of each State Normal School, upon the recommendation of the Faculty, may issue to those pupils who worthily complete the full course of study and training prescribed, a diploma of graduation.

*Second*—Said diploma shall entitle the holder thereof to a Grammar Grade Certificate from any City, City and County, or County Board of Education in the State.

*Third*—Whenever any City, City and County, or County Board of Education shall present to the State Board of Education a recommendation showing that the holder of a Normal School Diploma has had a successful experience of two years in the public schools of this State subsequent to the granting of such diploma, the State Board of Education shall grant to the holder thereof a document signed by the President and Secretary of the State Board, showing such fact. The said diploma, accompanied by said document of the State Board attached thereto, shall become a permanent certificate of qualification to teach in any Primary or Grammar School in the State, valid until such time as the said diploma may be revoked, as prescribed in subdivision thirteen of section fourteen hundred and eighty-nine of this code.

#### EDUCATIONAL DIPLOMAS.

Educational Diplomas may be issued to such persons as have held for one year, and who still hold a valid City, City and County, or County Certificate of the Grammar Grade. The applicant for such diploma must present evidence of having taught successfully for at least five years, twenty-one months of which must have been in the public schools of California. The five years' experience in teaching must represent at least thirty-five months extending over five calendar years.

#### LIFE DIPLOMAS.

Life Diplomas of two grades, Grammar and High School, and except as provided in section one thousand five hundred and three of this code, such diplomas may be issued only to such persons as have held for one year, and who still hold a valid City, City and County, or County Certificate corresponding in grade to the grade of the diploma applied for, and who shall furnish satisfactory evidence of having had a successful experience in teaching of at least ten years. Every application must be accompanied to the State Board of Education by a certified copy of a resolution adopted by at least a four-fifths' vote of all the members composing a City or County Board of Education, recommending that the diploma be granted, and also by an affidavit of the applicant specifically setting forth the places in which and the dates between which said applicant has taught, and that said applicant has taught a part of each year of the required time. The ten years need not be consecutive years; but the aggregate experience must be at least seventy months, and cover ten calendar years.

Applicants for the Life Diploma of the lower grade must have taught twenty-one months in this State; for the Life Diploma of the High School Grade, the applicant must have had at least twenty-four months successful experience as a teacher in the University of California, a California Normal School or a High School established under the laws of California.

No recommendation for a Life Diploma will be given unless the applicant files with the Secretary of the Board a written application, with credentials showing that he has taught successfully the whole time required by law. Applications for such Diplomas must be accompanied by a fee of two dollars.

#### TEMPORARY CERTIFICATES.

The Secretary of the Board is authorized to issue a temporary certificate in accordance with subdivision 7 of section 1343 of the School Law, and he is directed to report the same to the Board at the next regular meeting.

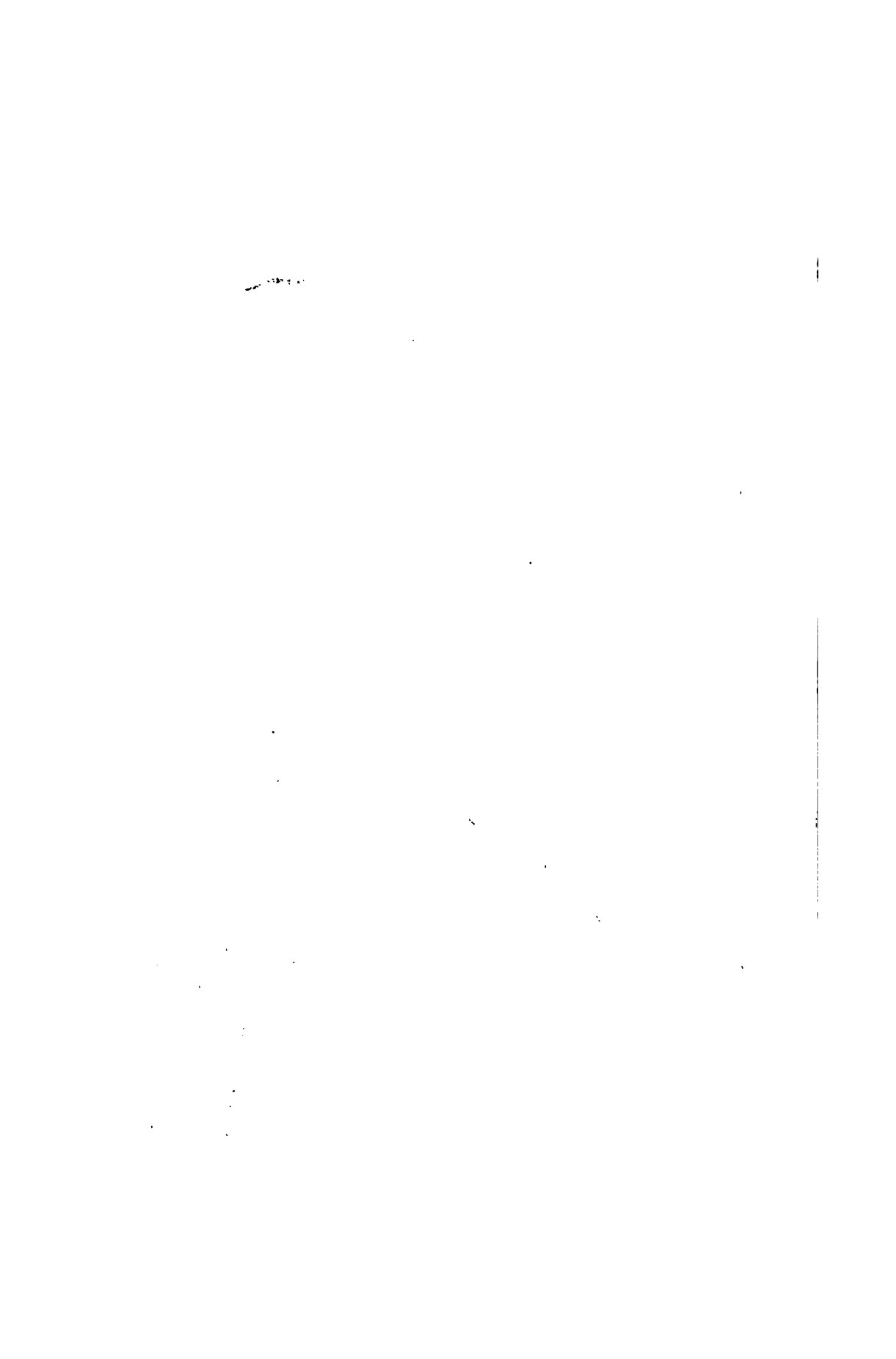
#### RENEWALS.

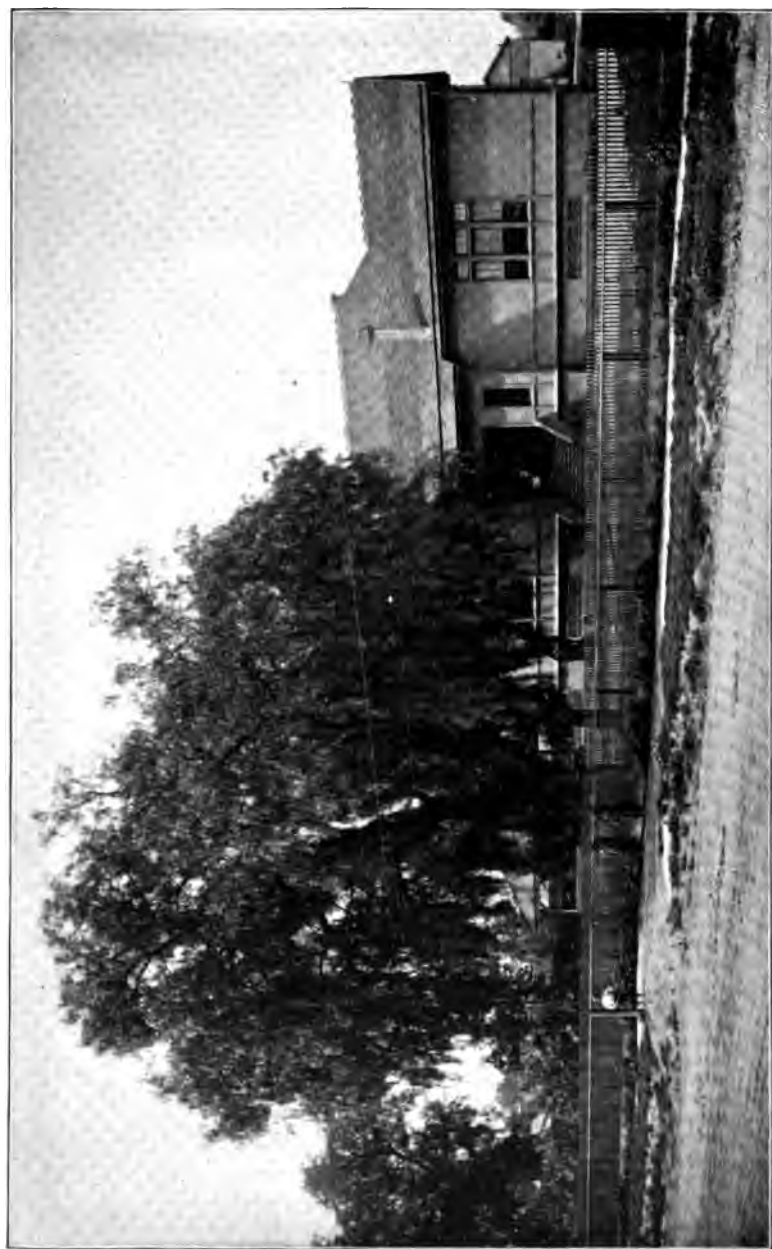
The Secretary may, at his discretion, renew certificates which would expire between the sessions of the Board, subject to its approval at the next regular meeting. No certificate which has expired can be renewed.

Applications for certificates upon credentials, and for renewals, must be in writing, and be accompanied by the necessary fee of two dollars.

The following text-books are recommended for those preparing for examination:

Arithmetic.....	State Series
Grammar and Composition.....	" "
U. S. History.....	" "
Geography.....	" "
Word Analysis.....	Swinton
Penmanship.....	Spencerian Hand Book
Drawing.....	Prang's Hand Book
Music.....	Normal Music Course
Physiology.....	State Series
Methods of Teaching.....	{ Swett's Method of Teaching { Baldwin's Art of School Management
Civil Government.....	State Series
Book-keeping.....	Child's Essentials
Algebra to Quadratics.....	Wentworth's School
" Advanced.....	" Complete
Geometry, Elementary.....	Hill's Lessons in Geometry
Geometry.....	Wentworth's Plane and Solid
Literature.....	{ The English Language, Meiklejohn { English Literature, Stopford Brooke
Rhetoric.....	Williams
Botany.....	Youman, Gray's Lessons
Zoology.....	Holder
Psychology and Principles of Education.....	{ Compayre's Psychology Applied to Education { Rosekranz' Philosophy of Education





SAN PEDRO STREET SCHOOL

	{ Evangeline
	{ Snow Bound
	{ Sir Launfal
English Literature.....	{ Sir Roger de Coverly
	{ Bradley's Orations
	{ Hale's Longer English Poems
	{ Milton's Comus
Latin.....	{ Grammar and Composition
	{ Cæsar, Cicero and Virgil
Chemistry.....	{ Williams' Introduction
	{ Remsen's Briefer Course
Plane Trigonometry.....	Bowser
Physics.....	Gage's Elements
Astronomy.....	Young's Elements, Sharpless & Phillips
General History.....	Barnes

SPURGEON V. RILEY,

County Superintendent of Schools.

Los Angeles, July 20, 1895.



## INVENTORY OF SCHOOL PROPERTY

June 30, 1895.

Number of District	SCHOOLS	SCHOOLS										
		Abacus.	Charts.	Hand Bells.	Table Bells.	Blackboard Frames.	Blackboard Pointers.	Blackboard Erasers.	Book Cases.	Cabinets.	Chairs.	Clocks.
1	Arroyo .....		1	1	1	1	2	12			3	1
2	Swain .....	1		1	2	4	4	48			4	2
3	Chestnut .....	2	2		1	4	7	102			13	4
4	Hellman .....	3	12		8	1	21	181	2		15	8
5	Gates .....	1	3	1	4	2	4	96			11	4
6	Griffin .....	2	2	1	4	1	8	70			7	4
7	Hayes .....	2	3		5	1	4	79	1		9	4
8	Castelar .....	5	5		9	5	12	190	1		22	9
9	Sand .....	5	7	1	6	2	26	282	1		23	9
10	Alpine .....	2	2	1	9	1	13	148			23	9
11	Temple .....	1	8	1	5	3	7	180	1		23	8
12	Grafton .....	1	2	1	1	1	4	23			2	1
13	Casco .....	1	2	1	2	2	2	71			4	2
14	Union Avenue .....	2		1	2	1	5	120	1		15	4
15	Fremont Avenue .....	1	3	2	3		4	100	1		13	5
16	Normal Primary .....	1										
17	Spring .....	3	27	1	11	2	30	330	6		49	13
18	Eighth .....	2	3	2	8	2	10	267	3		28	8
19	Tenth .....	2	2		4		9	87	1		11	4
20	Sixteenth .....	2	8		9	1	17	246	1		27	10
21	Seventeenth .....	1	3	1	9	2	13	217	1		25	8
22	Thirtieth .....	1	2	1	11	2	22	170	1		24	8
23	San Pedro .....	1	3	1	4	2	10	120	1		10	5
24	Staunton Avenue .....	1		1	2	1	4	34			4	2
25	Santa Fe Avenue .....			1	1		2	24			2	1
26	Seventh .....	1	2		4	1	10	216			8	4
27	Ninth .....	2	6		10	1	16	192			24	10
28	Hewitt .....	2	4	2	9	2	5	260			24	9
29	Amelia .....	2	9	1	7	2	10	596			18	8
30	Ann .....	1	2	1	6	3	12	187	2		22	8
31	New Macy .....	1	1	1	4	1	7	100			12	4
32	Macy .....	2	6	1	3	1	6	131			13	4
33	Cornwell .....	1	4	1	4	1	3	32			10	4
34	Breed .....	2	4		6	2	11	320			20	8
35	First .....	2	2	1	3	1	3	108			13	3
36	High School .....		1				38	370	4		476	21
37	Office .....								4	1	12	2
38	Storeroom .....							360				
Total and Aggregates .....		59	141	28	177	52	361	6071	32	1	1019	218

## INVENTORY OF SCHOOL PROPERTY

( CONTINUED )

Number of District.	Scuttles.	Stoves.	Coat Hooks.	Desks.	Teachers' Desks.	Dictionaries.	Door Mats.	Drawing Desks.	Sets Drawing Models.	Vols. Encyclopedias.	Globes.	Gongs.	Hatchets.	Hose (No. feet).
1	1	1	53	42	1	2	2				1		1	
2	2	2	236	88	2	2	1		2					
3	4	6	320	196	4	1	2		4	5	1	1	1	75
4	8	9	499	329	8	5	3		5	16	1	1	1	75
5	4	4	673	187	5	3		4	2	4	1	1	1	30
6	4	4	271	192	4	3	4		2	15	1	2	1	79
7	4	4	314	148	4	1	2				1	1		50
8	10	12	703	417	10	9	5		4	10	2	1	1	30
9	11	9	440	397	8	8	4	10	1	5	3			40
10	9	9	648	378	10	3	3	9			2	1	1	25
11	9	9	672	335	9	6	6		4		1	1	1	100
12	1	1	48	48	1	1					1	1	1	30
13	2	2	157	93	2						1	1	1	50
14	4	4	326	236	5	1	1	4	2	4	1	2		25
15	5	5	440	195	5	1	2	4	2	4	1	1	1	20
16				120			2	2						
17	18	14	600	592	13	5	6	10	5	4	2	2	1	132
18	8	8	537	427	8	1	6		5	2	2	1	1	96
19	4	4	289	204	4	2	3		4	5	1	1	1	48
20	15	12	907	440	10	4	4		8		2	1	2	60
21	10	8	438	395	9	6	7		4	5	3	1	1	100
22	8	8	450	450	8	2	4		1	8	1	1	1	75
23	5	5	270	218	5	3	4		2		1	1	1	75
24	2	2	195	186	2	1	4	2			1	1	1	50
25	1	1	24	42									1	50
26	4	4	394	203	4	1	3	4	2	4	1	1	1	
27	9	9	1041	400	9	1	4	8	2	8	2	1	1	75
28	9	9	665	394	9	2	8			4	1	1	1	50
29	9	8	513	424	8	1	4	5		5	2	1	1	75
30	8	8	562	405	8	3	6		4	5	1	1	1	125
31	4	4	200	99	4	1	4		2		1	1	1	50
32	5	6	318	248	6	2	4		2	4	1	1	1	
33	4	4	244	144	4	2	6	4	2	4	1	1	1	50
34	9	9	715	340	8	2	4	4	3	4	1	1	1	50
35	3	3	255	139	3		4		2		1	1	1	50
36	6	41	600	894	21	15	6	42	36			1	1	50
37						1								
38														
219	248	15,017	10,145	231	101	128	112	112	125	42	34	52	1,890	



## INVENTORY OF SCHOOL PROPERTY

( CONTINUED )

Number of District.	Teacher's Inkstands.	Letter Trays.	Long Tables.	Lounges.	Mirrors.	Modeling Boards.	Object Stands.	Office Desks.	Paper Files.	Pencil Sharpeners.	Rakes.	Stove Lifters.	Stove Pokers.	Thermometers.	Tongs.	Towels.	Towel Racks.
1	1	41			2				1	1		1		1		11	2
2	2	48					1		2		1	2				6	2
3	5	82		1	3	99	4		5	1	1	4		4		15	2
4	9	51	2		9	124			10	1	1	1	2	9		13	4
5	1	24	1	1		16		1	5	1	1	4	4	4		10	1
6	4	30	1		4	37			5	1	1	4	4	4		8	3
7	5						1	1				3	4	4		12	3
8	9	60	1		5	101	8	1	13			4	4	4	1	20	4
9	9	42			8	40	1	2	13	1	1	4	4	9		27	10
10	8	47	2	1	7	36	7		7		1	9	9	8		16	3
11	9	20		1	4	35	2	4		1	1	8	8	6		20	2
12	1	25	1									1	2	1		6	
13	2	16			2	30			2			2	2	2		6	2
14		31		1					2			2	4	2		20	2
15			1	1				1	4			5	5	4		18	2
16		24					1			1							
17	13	61	2	1	13	41	1	1	16	1	2	9	28	12		94	18
18	9	48		1	4	76	12	1	10	1	1	4	8	7	1	11	8
19	5	36	2	1	3	62		1	6	1	1	4	4	1		15	2
20	11	29	1	1	8	22	8	1	6	1		11	9	4		24	3
21	10	32	1	1	3	1	12		11	1	1	5	6	7		15	7
22	8	53	2		9	24		1	7	1	1	8	8	8		20	3
23	5	40			2	78		1	4	1	1	5	5	5		7	3
24	3	17			2				2		1	2	2	2		6	2
25											1		1			4	1
26	5	30	1		4	1		1	4		1	2	1	4		12	2
27	9	60	2		5	100	1	1	8	1	1	9	9	9		36	4
28	10	65	2	1	1		8	1	9	1	1	5	8	6		24	5
29	8	23		2		24	4		8	1	1	8	4	8		32	4
30	8	96	2	1	4	39		1	8	1	1	7	7	7		20	4
31	4	20	1	1	1	3	2	1	4	1	1	1	4	4		12	2
32	4	24	2	1	1	1	4	1	4			3	4			6	2
33	4	20	1		3	22			4		1	4		3		14	2
34	6	48	1	1	3	62		1	5	1	1			8		24	1
35	3	49	1	1			2	1	3					1		12	3
36	16				23		1	1	9					12		100	16
37	4			1				3									
38																	
210	1386	30	20	131	1075	27	27	197	20	25	139	170	171	2	700	133	



RULES AND REGULATIONS  
OF THE  
BOARD OF EDUCATION  
OF THE  
CITY OF LOS ANGELES

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DUTIES OF THE SUPERINTENDENT.

1. The Superintendent shall be the executive officer of the Board of Education, and shall have a general supervision of all the public schools of the city. It shall be his duty:
2. To comply with all the provisions of section 75 of the City Charter.
3. To make and enforce such regulations as he may deem conducive to the best interests of the schools, subject to the approval of and not in conflict with the general rules of the Board.
4. To visit each of the schools of the city as often as his other duties will permit, and give attention to organization, discipline and instruction. To direct the teachers from time to time to make such changes, not contrary to adopted rules, as shall seem best calculated to give greater efficiency to the schools.
5. To call such teachers' meetings, general or special, as he may deem necessary for the purpose of giving instruction or direction to the teachers in the discharge of their duties, for the discussion of methods of teaching and systems of school government, and to secure uniformity in grade work and in discipline of the schools.
5. To see that the school registers are properly kept and reports made by the teachers and principals with care, neatness and uniformity.
7. To keep himself informed in regard to the school systems of other cities, their plan of organization, modes of government, methods of instruction and such other matters as may assist the Board to legislate wisely for the highest interests of the schools, and for this purpose to exchange reports with other school boards.

8. To fill all vacancies occasioned by the temporary absence of regular teachers from the list of regularly elected substitutes, and to make such other temporary arrangements relative to the schools as he may deem proper, and report the same to the Board at its next meeting.

9. To prescribe the rules for the semi-annual promotions and to direct such special examinations as he may deem proper.

10. To devise a system of blanks for reports and instruct the teachers in the proper mode of using them. These blanks shall be used to keep parents informed of the attendance, scholarship and deportment of their children, and to secure the co-operation of parents with teachers.

11. To suspend from school any pupil whose conduct or character is such as to injure the reputation of the school, or whose parents wilfully neglect or refuse to co-operate with the Superintendent or teachers in carrying out the regulations of the schools, or encourage their children to violate the regulations of the school, and to report his action to the Board at their next meeting.

12. To keep regular office hours every week-day, and give due notice thereof to teachers and the public, and to perform such other duties as may be required by the Board of Education.

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DEPUTY SUPERINTENDENT.

13. The Deputy shall act under the general direction of the Superintendent, and in the absence of the latter shall keep the office hours, and perform the usual official duties of the Superintendent.

14. He shall devote his time exclusively to the duties of his office, and it shall be his duty to visit schools and to ascertain by frequent oral examinations the condition of the school.

15. It shall be his duty to observe carefully the methods of teaching and discipline pursued by teachers. He shall give advice and assistance to teachers, and shall, in their presence, exemplify before their schools the best methods of teaching.

16. He shall, as often as required, present to the Superintendent a written report of the efficiency of the teachers and the condition of the schools that have been visited by him, and all such reports shall be preserved in the office of the Superintendent for the use of the Board.

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SECRETARY.

17. The Secretary shall have charge of the records of the Board and all papers directed to be placed on file; he shall keep a full and accurate record of the proceedings of the Board, and an index of the same; he shall collect all rents and other moneys due to the department, keep an accurate account of the same in a regular cash book and immediately pay all moneys into the treasury and take the treasurer's receipt for the same; he shall keep a full and accurate account of all the receipts and expenditures of the Board.

18. He shall furnish a yearly report of the receipts and expenditures of the Board and such other statistics as may be required for the "Annual Report of the Board of Education."

19. He shall conduct the correspondence of the Board and notify all members of special meetings and adjourned meetings; he shall also notify the teachers and janitors of their appointment, assignment or dismissal and shall transmit copies of all votes, resolutions and documents which are to be sent to the members of the Board, to the teachers and other employes of the Board.

20. He shall at each regular meeting of the Board furnish to the President a list of the reports due and all items of unfinished business in order of their appearance upon the minutes. He shall keep a record of all supplies received and charge each school with the supplies received. He shall keep regular office hours, to-wit: 8 to 12 a.m. and 1 to 5 p.m., and perform such office duties as are required by this Board, the City Charter or the law.

21. He shall sign all demands approved by the Board and all records of the meetings of the Board and such other papers requiring the same.

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PRINCIPALS.*Rules of the State Board of Education.*

22. Principals shall be held responsible for the general management and discipline of their schools and the studies pursued, and the assistant teachers shall follow their directions and co-operate with them, not only during school hours, but during the time when the pupils are on the school premises, before and after school and during recesses.

23. Assistants shall be held responsible for the studies, order and discipline of their own rooms, under the general direction of the Principals.

24. Principals shall prescribe such rules for the use of yards, basements and outbuildings connected with the school houses, and shall insure their being kept in a neat and proper condition, and shall examine them as often as necessary for such purpose. They shall be held responsible for any want of neatness or cleanliness about their school premises.

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PRINCIPALS.

*Rules of the City Board of Education.*

25. It shall be the duty of the Principals to enforce the Rules and Regulations of the Board of Education in the schools of their respective buildings, to carry out the directions and suggestions of the Superintendent and in every way to aid in the conduct of the schools.

26. To superintend the janitors in the discharge of their duties, require them to do their duty promptly and well and to report cases of failure, neglect or incompetency to the Superintendent.

27. To keep a record of the absence and tardiness of assistant teachers and make it a part of their monthly report to the Superintendent. They shall also report the failure of any teacher under their supervision to carry out the rules and regulations established for the guidance of teachers.

28. To visit the schools of their buildings, to advise, assist and encourage the teachers in their work. They shall endeavor to correct objectionable methods of discipline or instruction, and shall deem it their duty to report such as may be persisted in by any teacher. In the performance of their duties they shall exemplify the work of every class or grade under their charge by teaching each subject before the pupils and teachers as often as practicable.

29. To examine and classify, under the direction of the Superintendent, all pupils admitted without cards of promotion. They shall in no case admit pupils from any other districts of the city without a written permit from the Superintendent, and must not admit non-resident pupils without payment of one month's tuition in advance which shall be paid to the Superintendent, who shall pay the same to the Secretary of the Board, and file receipt therefor.

30. To allow no advertisement to be read to, or distributed among the pupils of any school premises. (The term premises wherever used in these rules, to include land to the center of any and all streets bounding school property.) To allow no advertisement to be posted upon the fences or walls of any school buildings under their supervision; nor permit any agent or other person to enter any school or school premises at any time for the purpose of exhibiting, either to pupils or teachers, any article whatever, or to announce any public entertainment.

31. To be present at 8:30 A. M., to remain upon the school premises until the close of school. Pupils may enter the grounds at this hour, and shall not loiter about and annoy neighbors or people passing by, by accosting them, or indulge in noisy play.

32. To temporarily suspend pupils from school for persistent disobedience, vulgarity or truancy, or for such other offences as in their judgment can best be met and corrected in this way. They shall at once notify in writing—giving reasons—the parents or guardians, and the Superintendent. The Superintendent shall give the matter his attention, and if the suspension be confirmed, fix the time it is to hold.

33. To send requisitions for supplies to the office of the Superintendent at the close of each school month, and see that the teachers are provided with the necessary articles. They shall make, upon blanks furnished them for the purpose, monthly reports of their schools to the Superintendent, who shall keep such reports on file in his office. They shall also make an Annual Report, and furnish such other information to the Superintendent, as he may, from time to time, require, or as they may think proper to communicate.

34. To see that all clocks belonging to the building are properly regulated by the city time, and have teachers conform to this standard in making their record of attendance, both for themselves and for their pupils.

35. To deliver, at the close of the school year, the register and keys of their respective buildings, at the office of the Superintendent, together with a list of school property in their possession, accounting for such as may have been removed or injured.

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#### ASSISTANT TEACHERS.

##### *Rules of the State Board of Education.*

36. Teachers are required to be present at their respective school rooms, and to open them for the admission of pupils at *fifteen minutes before* the time prescribed for commencing schools, and to observe punctually the hours for opening and closing school.

37. Teachers are particularly enjoined to devote their time faithfully to a vigilant and watchful care over the conduct and habits of the pupils *during the time of relaxation and play*, before and after school, and *during the recesses*, both in the school buildings and on the playgrounds.

38. It is expected that the teachers will exercise a general inspection over the conduct of scholars going to and returning from school. They shall exert their influence to prevent all quarreling and disagreement, all rude and noisy behavior in the streets, all vulgar and profane language, all improper games, and all disrespect to citizens and strangers.

39. Teachers shall give vigilant attention to the *ventilation and temperature* of their school rooms. At each recess the windows and doors shall be opened for the purpose of changing the atmosphere of the room. Teachers are required to exercise reasonable supervision over the text-books of the pupils, to inspect the same from time to time, and to prevent their defacement or wanton destruction.

40. Teachers shall enter in the school register in the order of their application, the names of all those applying for admission to the school after the prescribed number has been received. Such applicants should be admitted to seats whenever a vacancy occurs in any class for which they have been found duly qualified, in the order of their registration.

41. Teachers are authorized to *require excuses* from parents or guardians of pupils, either in person or by written note, in all cases of *absence or tardiness*, or for dismissal before the close of the school.

42. The books used and the studies pursued shall be *such and such only* as may be authorized by the local Board of Education and no teacher shall advise or require any of the pupils to purchase for use in the schools any book not contained in the list of books directed and authorized to be used in the schools.

43. It shall be the duty of the teachers of the schools to read to the pupils, from time to time, as much of the school regulations as apply to them, that they may have a clear understanding of the rules by which they are governed.

44. In all the primary schools, exercises in free calisthenics and vocal and *breathing exercises* shall be given at least twice a day, from three to five minutes for each exercise.

45. Teachers shall endeavor to make themselves acquainted with parents and guardians in order to secure their aid and co-operation, and to better understand the temperaments, characteristics, and wants of children.

46. Teachers shall examine the lessons of their various classes, and make such special preparation upon them, if necessary, as not to be constantly confined to the text book, and instruct all their pupils without partiality, in those branches of school studies which their various classes may be pursuing. In all their intercourse with their scholars they are required to strive to impress on their minds, both by precept and example, the great importance of continued efforts for improvements in morals, manners and deportment, as well as in useful learning.



47. Teachers should explain each new lesson assigned, if necessary, by familiar remarks and illustrations, that every pupil may know, before he is sent to his seat, what he is expected to do at the next recitation, and how it is to be done.

48. Teachers should only use the text-book for occasional reference, and should not permit it to be taken to the recitation, to be referred to by the pupils, except in cases of such exercises as absolutely require it. They should assign many questions of their own preparing, involving an application of what the pupils have learned, to the business of life.

49. Teachers should endeavor to arouse and fix the attention of the whole class, and to occupy and bring into action as many of the faculties of their pupils as possible. They should never proceed with the recitation without the attention of the whole class, nor go round the class with recitation always in the same order, or in regular rotation.

50. Teachers should at all times exhibit proper animation themselves, manifesting a lively interest in the subject taught; avoid all heavy, plodding movements, all formal routine in teaching, lest the pupil be dull and drowsy, and imbibe the notion that he studies only to recite.

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#### ASSISTANT TEACHERS.

##### *Rules of the City Board of Education.*

51. It shall be the duty of teachers to look after the conduct of the pupils while in the school room; to care for the furniture, apparatus, etc., in their respective rooms, and co-operate with the principal in the preservation of the buildings, fences, and all other school property.

52. To refer new pupils to the Principal for examination and classification, and when so classified to record their names in the general register, with all the data called for in the register.

53. To promptly notify parents or guardians of the absence or tardiness of pupils and give a special notice, either in person or by note, of such as are habitually troublesome or are specially poor in their studies. They are expected to exercise all due patience and make every reasonable effort in individual cases before asking to have a pupil suspended for misconduct or placed in a lower grade for failure in studies.

54. To send from the second to twelfth grades, both inclusive, to parents or guardians, on cards furnished for the purpose, a report of the attendance, deportment and scholarship of each pupil for each period.

55. To avoid, as far as possible, the practice of detaining pupils; to avoid scolding and all harsh and passionate expressions to or in the presence of their pupils; they are reminded that the best disciplinarians are those who govern themselves and secure good order by gentle influences. To avoid corporal punishment when obedience can be obtained by milder measures. In administering corporal punishment they must avoid striking the head or hands, using a switch or light strap in such a manner as not to inflict bruises or lasting marks, and must have at least one teacher as witness to such punishment and report at once to the Superintendent such punishment. They may refer all incorrigible cases to the Principal.

56. To attend all general and special meetings called by the Superintendent. *Only such excuses as would justify absence from regular school duties will be considered or accepted.* To make monthly reports to the Principal upon the blanks provided for that purpose.

57. To dismiss their schools promptly at all times when the signal is given by the Principal, and to see that their pupils leave the school premises in the evening before they themselves depart.

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#### SUBSTITUTE TEACHERS.

58. In case of necessary absence of regular teachers they shall promptly notify the Superintendent, who shall supply a substitute. The list of substitute teachers shall be designated by the Board of Education, and in no case must other persons be placed in charge of schools.

59. Substitutes shall receive the full regular pay of the teachers whose places they fill, and shall be paid at the end of the school month in which the service was rendered.

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#### SPECIAL TEACHERS.

60. Special teachers shall, at the request of the Superintendent, meet the teachers for the purpose of giving them instruction in the branches of which such special teachers have charge.

61. They shall visit regularly and impartially the several departments in which they are employed to teach and make written reports of the progress of their work to the Superintendent as often as he may request.

62. The regular teacher of any room shall not be absent from the room during the exercises of special teachers, but shall co-operate in the preservation of order and discipline, and shall enforce the observance of instructions given by special teachers.

63. It shall be the duty of the regular teachers to make themselves proficient, practically, as well as theoretically, in such special branches as are taught in the schools.

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#### PUPILS.

##### *Rules of the State Board of Education.*

64. No pupil shall be detained in school during the intermission at noon, and a pupil detained at any recess shall be permitted to go out immediately thereafter. All pupils, except those detained for punishment, shall be required to pass out of the school room at recess, unless it would occasion an exposure of health.

65. No person shall be allowed to retain connection with any public school unless furnished with books, slates and other utensils required to be used in the class to which he belongs; *provided*, that no pupil shall be excluded for such cause unless the parent or guardian shall have been furnished by the teacher with a list of books or articles needed and one week shall have elapsed after such notice without the pupil obtaining said books. Books may be furnished to indigent children by the Trustees, at the expense of the district, whenever the teacher shall have certified in writing that the pupil applying is unable to furnish such books.

66. Any pupil who shall in any way cut or otherwise injure any school house, or injure any fences, trees or outbuildings to any of the school estate, or shall write any profane or obscene language, or make any obscene pictures or characters on the school premises, shall be liable to expulsion, suspension or other punishment, according to the nature of the offense. The teacher may suspend a pupil temporarily for such offense, and shall notify the Trustees of said action. Pupils shall not be allowed to remain in any of the rooms that are provided with improved styles of furniture, except in the presence of a teacher or a monitor, who is made especially responsible for the care of the seats and desks. All damage done to school property by any of the pupils shall be repaired at the expense of the party committing the trespass. Within one week of any damage to school property teachers shall notify the Trustees, or be held personally responsible.

67. All pupils who go to the school without proper attention having been given to personal cleanliness or neatness of dress shall be sent home to be properly prepared for school or shall be required to properly repair themselves for the school room before entering. Every school

room shall be supplied with a wash basin, soap and towels.

68. No pupil affected with any contagious disease shall be allowed to remain in any of the public schools.

69. Every pupil is expected to attend school punctually and regularly; to conform to the regulations of the school, and to obey promptly all the directions of the teacher; to observe good order and propriety of deportment; to be diligent in study, respectful to teachers, and kind and obliging to school-mates; to refrain entirely from the use of profane or vulgar language, and to be clean and neat in person and clothing.

70. Continued willful disobedience or open defiance of the authority of the teacher constitutes good cause for expulsion from school, and habitual profanity and vulgarity good cause for suspension from school.

71. Pupils are required in all cases of absence, to bring, on their return to school, an excuse in writing from their parents or guardians, assigning good and sufficient reasons for such absence.

72. All pupils who have fallen behind in their grade by absence or irregularity of attendance, by indolence or inattention, shall be placed in the grade below, at the discretion of the teacher.

73. No pupil shall be permitted to leave school at recess, or at any other time before the regular hour for closing school, except in case of sickness, or on written request of parent or guardian.

74. Any scholar who shall be absent one week without giving notice to the teacher, shall lose all claim to his particular desk for the remainder of the term, and shall not be considered a member of the school.

75. Each scholar shall have a particular desk, and shall keep it and the floor beneath it in a neat and orderly condition.

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PUPILS.

*Rules of the City Board of Education.*

76. All children between six and twenty-one years of age, of actual residents of Los Angeles city, shall be admitted free to all the public schools, except to the kindergartens; all children between five and six years of age shall be admitted free to the public kindergarten schools. The children of non-residents shall not be received, except upon the payment of a tuition fee, as fixed by the Board of Education.

77. Non-resident pupils may be admitted on the following terms: 9th to 12th grade, inclusive, \$5 per month; 6th to 8th, inclusive, \$3 per month; under 6th grade, \$2 per month; tuition to be paid in advance to the principal. But in no case must non-resident pupils be received to the exclusion of those whose homes are in the city.

78. All pupils, except those of the kindergarten and Normal Model must attend school in the district in which they live, unless they have a written permit from the Superintendent to attend another school. The permission shall be given only for the purpose of relieving crowded schools, or for other good reasons satisfactory to the Superintendent.

79. Every pupil in whose family any contagious disease is known to prevail, shall, on returning to school, present a certificate from the Health Officer, stating that the proper precautions have been taken, and that no risk will be incurred in receiving the bearer into school.

80. Every pupil who shall be absent three *half* days without excuse from the parent or guardian, given either in person or by written note, satisfying the teacher that the absence was caused by his own sickness, or by sickness in the family, or some *urgent cause*, rendering attendance impossible, or to avoid exposure of health, shall be suspended from school, until satisfactory assurance is given to the principal, by the parent or guardian, that the pupil will be more punctual in the future. In the application of this rule, two unexcused tardinesses or leaving school without permission, shall be counted as one half-day's absence. A pupil who shall be suspended the second time, can only be restored by personal application to the Board at a regular meeting.

81. No pupil, after having entered one school, shall be admitted into another school the same scholastic year, without a certificate of honorable discharge from the former school, or without a transfer from the principal, when the pupil has changed his residence to another district.

82. Willful disobedience, habitual truancy, vulgarity, profanity, stealing, or carrying deadly or dangerous weapons, shall constitute good cause for suspension or expulsion from school.

83. Pupils shall be liable to suspension if their parents create a disturbance in school, or censure, abuse, or insult any teacher before his class, or on the school premises.

84. Any pupil who uses tobacco in any form on the school premises, shall be liable to expulsion.

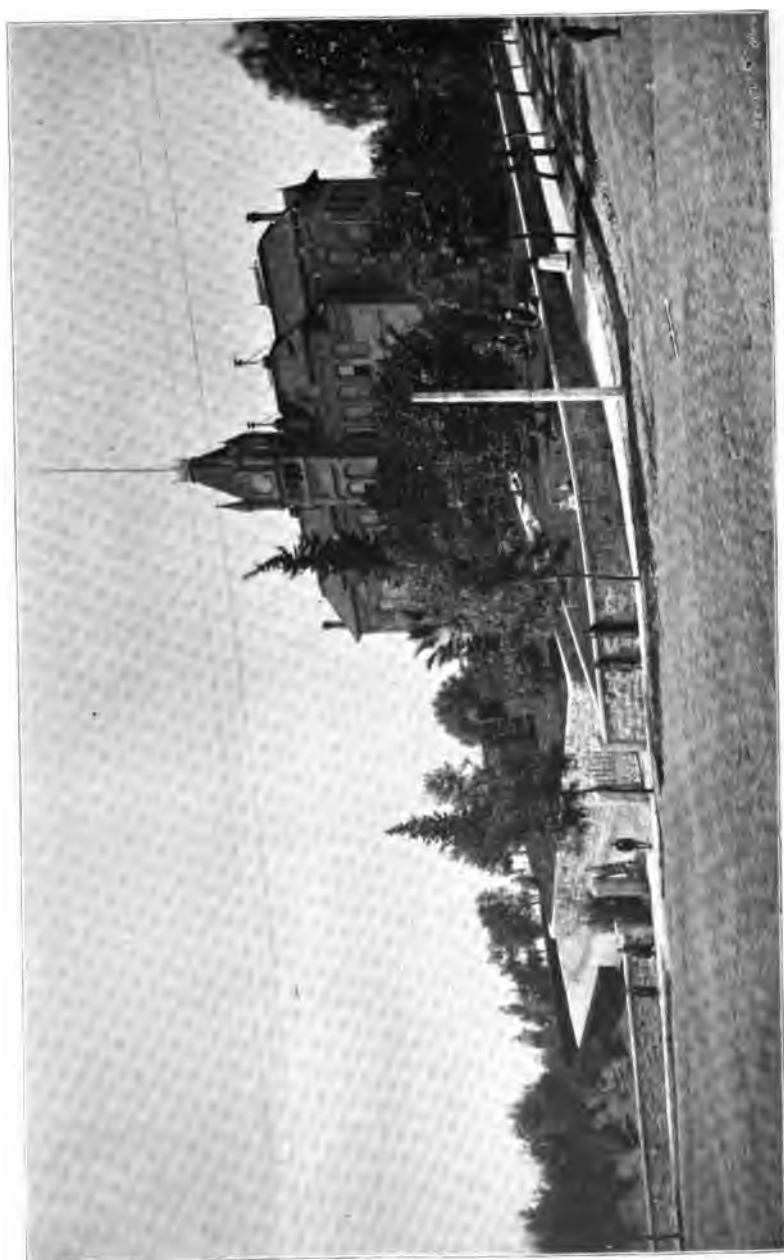
85. During rainstorms or otherwise exceptionally bad weather, pupils shall be allowed to enter their rooms as soon as they come in the morning, and to remain during intermission. At such times, teachers must see that their pupils do not engage in boisterous play, but may allow them to play parlor games, singing, calisthenics, etc.

86. Pupils who are not in their seats at the time for opening school shall be marked tardy.

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NORMAL SCHOOL

87. Pupils shall not be absent a part of the day for the purpose of receiving instruction elsewhere, except by special permission of the Superintendent, recommended by the teacher and principal, and only very urgent reasons will be deemed satisfactory.

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DUTIES OF JANITORS.

88. It shall be the duty of the Superintendent of School Buildings and Repairs to attend all regular meetings of the Board, and special meetings, when so notified.

89. To exercise special supervision over all janitors of buildings.

90. To report at regular meetings of the Board all needed repairs of school property.

91. To deliver the monthly school supplies to all school buildings.

92. To keep in good repair all school buildings, water closets, coal houses, sheds, fences, walks, trees and grounds.

93. To make, at the close of each school year, an inventory of all school property under his charge, accounting for any then missing which was invoiced the previous year.

94. Janitors of buildings shall report for duty to principals at the hour for the opening and closing of schools, except in small schools, where special arrangements may be made. In the High School and Spring Street School, and such other large schools as may be designated by the Board, they shall devote their whole time to the duties of their position. They shall keep school buildings, furniture, yards and out-buildings neat and clean; disinfect all water closets once per week, build fires, open and close school buildings and gates, and see that all windows, shutters, doors and gates are securely closed when the schools are not in session.

95. They shall sweep every school room every day after school, and dust them every morning before school, and wash windows, floors and other woodwork as often as directed by the principal. They shall guard all property on the premises, promptly make such repairs as they are able to make, and report to the Superintendent of School Buildings and Repairs all other repairs needed.

96. They shall be subject to the orders of the Superintendent of School Buildings, Principals and Superintendent; they shall not assume or exercise any authority over pupils except by special order, but shall report to the principal any violation of the school regulations on the part of the scholars that comes under their notice.



**PROMOTIONS.**

97. Promotions shall take place at the end of each Semester, and be determined by the teacher and principal.

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**MISCELLANEOUS.**

98. No school building shall be used for other than school purposes.

99. For the purpose of promotions the school year shall be divided into two equal parts, called Semesters. For the purpose of written reports to parents, it shall be divided into four equal parts, called Periods. The dates for beginning or closing any school year or vacation shall be fixed by special order of the Board of Education.

100. The regular holidays shall be the 9th of September, the 22d of February, the 30th of May, the first Monday in October, every day in which an election is held throughout the State, and all Thanksgiving days authorized by the State or general government. When the 9th of September, the 22d of February or the 30th of May fall upon Sunday the Monday following shall be a holiday.

101. The hours of tuition and study throughout the year shall be from 9 o'clock a.m. to 12 o'clock m., with fifteen minutes recess, from 10:30 to 10:45 a.m.; and from 1 to 3 p.m. The first, second and third grades shall be dismissed at 2 and all other grades at 3 p.m. In the High School the hours shall be from 9 to 11:50 o'clock a.m. and from 12:40 to 3 o'clock p.m.

102. There shall be a monthly fire drill in every building of more than one room, to be conducted by the Principal or Superintendent. Pupils shall leave the building without wraps at signal of two bells; with wraps at signal of three bells.

103. The Deputy Superintendent, Superintendent of School Buildings and Repairs and his assistant and teachers shall be elected at the first regular meeting in July.

104. All complaints against teachers or other employes of the School Department must be made in writing and verified, and shall be addressed to the Secretary of the Board of Education.

105. Teachers shall not award prizes or give any present to any pupil or pupils. Neither shall teachers receive any presents of any kind from their pupils. Contributions for any purpose shall not be permitted in any school.

*RULES*  
OF THE  
BOARD OF EDUCATION  
OF THE  
CITY OF LOS ANGELES

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ORGANIZATION.

ELECTION OF PRESIDENT.

SECTION 1. The Board of Education shall meet on the first Monday in January of each year, and shall elect, by ballot, a President, whose term of office shall continue for one year, or until his successor is elected. In the absence of the President a President *pro tem.* shall be chosen, who shall possess the powers and perform the duties of the President.

STANDING COMMITTEES.

SEC. 2. The President shall appoint during the month of January the following standing committees, consisting of three members each:

1. Finance.
2. Building.
3. Educational Supplies and Printing.
4. Teachers and Schools.
5. Insurance.
6. Rules and Regulations.
7. Visiting and Janitors.
8. High School, Library and Course of Study.
9. Industrial Education and Kindergartens.
10. Health.
11. Furniture, Repairs, Fuel and Building Supplies.

## REGULAR MEETINGS.

SEC. 3. The Board shall hold its regular meetings on the second and fourth Mondays of each month. The hour of opening the sessions of the Board shall be 8 o'clock, p.m.

## QUORUM.

SEC. 4. Five members shall constitute a quorum for the transaction of business.

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## POWERS AND DUTIES OF THE PRESIDENT.

## ORDER OF BUSINESS.

SEC. 5. The President shall take the chair at the hour appointed for the meeting of the Board, shall call the members to order, and on the appearance of a quorum shall proceed to business. If a quorum be not present within fifteen minutes past the regular hour for meeting the Board shall stand adjourned. The order of business shall be as follows:

1. Roll call.
2. Reading of the Minutes.
3. Communications and petitions.
4. Report of Superintendent.
5. Reports of Standing Committees.
6. Reports of Special Committees.
7. Unfinished Business.
8. New Business.

## POINTS OF ORDER.

SEC. 6. The President shall preserve order and decorum at the meetings; he may speak to points of order in preference to other members, and shall decide all questions of order, subject to an appeal to the Board, on motion of any member, regularly seconded; and no other business shall be in order until the question on the appeal shall have been decided.

## ORDER OF SPEAKING.

SEC. 7. When two or more members rise to speak at the same time the President shall name the member who may speak first.

## DUTIES OF THE PRESIDENT.

SEC. 8. The President shall declare all votes, but if any member doubt the vote the President, without debate, shall require the roll to be called and declare the result.

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**COMMITTEE OF THE WHOLE.**

SEC. 9. The President shall appoint a chairman when the Board goes into Committee of the Whole; he may call any other member to the chair at any time, but such substitution shall not continue longer than one meeting.

**YEAS AND NAYS.**

SEC. 10. The President shall, at the request of one member, take the sense of the Board by yeas and nays.

**ORDER OF MOTIONS.**

SEC. 11. All questions shall be stated by the President in the order in which they were moved, unless the subsequent motion shall be previous in its nature, except that in naming sums and fixing times the largest sum and the longest time shall be put first. After a motion is seconded and stated by the President it shall be disposed of by vote of the Board, unless withdrawn by consent of the Board before a decision or an amendment.

**MOTION TO ADJOURN.**

SEC. 12. The President shall consider a motion to adjourn as always in order, except when a motion has been put and not decided or during roll call, and motions to adjourn, to lay on the table, to take from the table and for the previous question shall be decided without debate.

**PREVIOUS QUESTION.**

SEC. 13. The President shall put the previous question in the following form: "Shall the debate now cease?" And all debate shall be suspended until the previous question shall have been decided. The adoption of the previous question shall put an end to all debate and bring the Board to a direct vote upon pending amendments, if there be any, in their regular order, and then upon the main question.

**SPECIAL MEETINGS.**

SEC. 14. The President may, and at the written request of any three members, shall call a special meeting of the Board; but no meeting of the Board shall be called on shorter notice than twenty-four hours, and no business shall be transacted thereat except that for which the meeting shall have been called, unless all the members of the Board are present.

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**APPOINTMENT OF COMMITTEES.**

SEC. 15. All committees shall be appointed by the President and all vacancies be filled by him unless otherwise ordered by the Board.

SEC. 16. He shall sign all demands approved by the Board, and all records of meetings of the Board, and perform such other duties as are prescribed by the Charter of the City of Los Angeles and by law.

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**RIGHTS AND DUTIES OF MEMBERS.****DUTIES OF THE MEMBERS IN DEBATE.**

SEC. 17. When any member is about to speak, he shall rise in his place, address the President, and confine himself strictly to the question under discussion, and shall speak no longer than three minutes nor more than twice upon the same subject, without leave of the Board.

SEC. 18. The President shall have a vote upon all questions, and whenever the vote shall be a tie, the question shall be considered lost.

**VOTES REQUIRED TO PASS ANY MEASURE.**

19. Every member shall give his vote when a question is put, unless excused by the Board for special reasons; and the question of excuse shall be settled without debate.

**RECONSIDERATION.**

SEC. 20. No member shall move a reconsideration of a vote unless he voted with the majority. A reconsideration can only be had at the same or first subsequent meeting.

**RESOLUTIONS TO BE IN WRITING.**

SEC. 21. All resolutions shall be submitted in writing with the name of the mover, and any motion shall be submitted in writing, if the President so direct.

**RECORD OF THE COMMITTEE OF THE WHOLE.**

SEC. 22. Propositions made in Committee of the Whole, unless carried, shall not be entered on the journal.

AMENDMENTS.<sup>1</sup>

SEC. 23. No motion or proposition on a subject different from that under consideration shall be admitted under color of an amendment.

ORDER OF MOTIONS.

SEC. 24. When a question is under debate, no motion or proposition shall be entertained, except motions to adjourn, to lay on the table, the previous question, to postpone indefinitely, to postpone to a given day, to commit, to amend, to substitute; which several motions shall take precedence in the order in which they are above stated.

VOTES FOR DISBURSEMENT ON MONEY SHALL BE BY YEAS AND NAYS.

SEC. 25. All motions, resolutions, orders and votes of the Board, requiring the disbursement of money, shall be taken by yeas and nays, and the vote registered.

ELECTIONS.

SEC. 26. All elections, except for President, shall be *viva voce*.

MOTIONS COMMITTED.

SEC. 27. All motions and reports may be committed and re-committed at the pleasure of the Board.

DIVISION OF A QUESTION.

SEC. 28. Any member may require the division of a question when it is susceptible of division.

READING OF PAPERS.

SEC. 29. When the reading of a paper is called for, and the same is objected to by any member, the matter will be determined by a vote of the Board.

TWO-THIRDS VOTE REQUIRED TO SUSPEND RULES AND REGULATIONS.

SEC. 30. The consent of two-thirds of the members shall be required for the suspension of any rule of the Board or regulation of the schools.

PARLIAMENTARY AUTHORITY.

SEC. 31. If, at any meeting of the Board, questions arise which are not treated of above, they shall be decided by an appeal to "Roberts' Rules of Order."

## AMENDMENT OR REPEAL OF RULES.

SEC. 32. The rules and regulations may be amended or repealed at any regular meeting of the Board by an affirmative vote of six members, notice thereof having been given in writing at a previous meeting, said notice to contain a statement of the proposed change or amendment.

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## DUTIES AND POWERS OF STANDING COMMITTEES.

## COMMITTEE ON FINANCE.

SEC. 33. The Committee on Finance shall audit all bills against the school fund. All demands, except the current monthly expenses of salaries, rents, water, and bills presented under written contracts with the Board, shall be sworn to by the person presenting the bills.

SEC. 34. The committee shall, semi-annually, in July and January, examine the books and accounts of the clerk of the Board, and shall obtain from the City Auditor and Treasurer a correct statement of the finances of the School Department.

SEC. 35. They shall on or before the fifteenth day of July of each year, submit in writing to the City Council of the City of Los Angeles, a careful estimate of the whole amount of money to be received from the State and County, and also an estimate of the amount of money which will be required during the year for the purpose of meeting the current annual expenses of public instruction in said City, specifying the amount required for supplies furnished to pupils, for purchasing and procuring sites; for leasing rooms and buildings; for erecting buildings, and for furnishing, fitting up, altering, enlarging and repairing the buildings and premises under their charge; for the support of schools which shall have been organized since the last annual appointment by the Board; for salaries of teachers, janitors, clerks and other employes of the Board, and for such further sum or sums as may be necessary for any of the purposes authorized by law.

SEC. 36. They shall report at the first regular meeting of each month the amount remaining unexpended, subject to use for the balance of the fiscal year.

## COMMITTEE ON BUILDINGS.

SEC. 37. The Committee on Buildings shall exercise a general supervision over the buildings and school lots and repairs of the Department, and shall have general supervision over all new buildings.

SEC. 38. They shall communicate in writing all information in regard to the location, erection and alteration of buildings and repairs thereof, for the final action of the Board, and no building site which has not been first approved by the committee shall be considered by the Board.

SEC. 39. They shall from time to time recommend to the Furniture and Fuel Committee the purchase of such lumber, hardware, nails, paints and other material as may be required by this Department.

SEC. 40. They shall report in writing during the month of June of each year, the condition of all school property.

SEC. 41. They shall, also, under the direction of the Board, require the Clerk to advertise for not less than ten days in the official newspaper of the City for sealed proposals for repairs or additions to school houses and erection of new school buildings; and shall propose plans and specifications therefor to the Board. All such proposals shall be received by the Clerk and opened at a public meeting of the Board, and when accepted, the Committee shall supervise the contract made by the Board, and see to its proper execution.

#### COMMITTEE ON EDUCATIONAL SUPPLIES AND PRINTING.

SEC. 42. The Committee on Educational Supplies and Printing shall from time to time recommend the purchase of all educational supplies, including books, stationery and apparatus, as may be found necessary, and they shall supervise and direct the purchase of the same. They shall in June of each year, require the Clerk of the Board to advertise for not less than ten days, in the official newspaper of the City, for sealed proposals for supplying the Department with all supplies, books, stationery and other necessary articles (except fuel and furniture and building supplies) that may be needed by the schools or by the Board during the succeeding year, beginning the first day of July following.

#### COMMITTEE ON TEACHERS AND SCHOOLS.

SEC. 43. The Committee on Teachers and Schools shall take under consideration all applications for positions as teachers and substitute teachers. They shall carefully examine into the merits and qualifications of such applicants, and report to the Board the candidates whom they consider to be the best qualified to fill the positions for which there are vacancies. They shall report to the Board the reasons for their recommendations, and no person whose fitness for a position as teacher is not recommended by this committee shall be eligible to election to any position as teacher in the Department.

SEC. 44. They shall determine the number of substitute teachers that may be needed, from time to time, in order to accommodate the work of the Department, and report the same to the Board for their action.



SEC. 45. They shall receive and act upon all reports of the Superintendent, with regard to unsuccessful or incompetent teachers, and shall report thereon to the Board for final action. They shall attend to all matters of discipline, and shall investigate the charges which may be preferred against any teacher or school officer, for neglect or violation of duty, with power to suspend any teacher or employee of the Board, and shall report the facts to the Board at the next regular meeting.

SEC. 46. They shall determine at what time and in what manner pupils shall be promoted from one grade to another.

SEC. 47. They shall classify all teachers as to competency, and shall recommend to the Board all transfers of teachers from one school to another: and no such transfers shall be made unless the same shall have been recommended by this Committee.

#### COMMITTEE ON INSURANCE.

SEC. 48. They shall attend to the placing of all insurance on all buildings, in such sums as may be necessary, and make such recommendations from time to time as they shall think necessary.

#### COMMITTEE ON RULES AND REGULATIONS.

SEC. 49. The Committee on Rules and Regulations shall take into careful consideration every proposition presented to the Board to repeal or to amend any rule, whenever the same shall be referred to them, and shall report in writing, stating their reasons for or against the proposed alteration. And it shall be the duty of the Committee to recommend such alterations or amendments to the Rules and Regulations as they may at any time deem proper or necessary.

#### COMMITTEE ON VISITING AND JANITORS.

SEC. 50. This Committee shall recommend to the Board suitable persons for the positions of janitors. When necessary, the Committee shall have power to appoint or suspend janitors temporarily and shall report the same to the Board for approval at their next regular meeting.

It shall be the duty of this Committee to visit the schools of the Department from time to time and note the methods of teaching, the general management of the different schools and the condition of the school buildings and report the same to the Board whenever they deem it necessary.

#### COMMITTEE ON HIGH SCHOOL, LIBRARY AND COURSE OF STUDY.

SEC. 51. They shall supervise the work of the High School; have charge of graduating exercises, programmes, arrangements, etc., and recommend to the Committee on Educational Supplies the purchase of all books necessary for library. They shall revise the course of study as may seem necessary.

**COMMITTEE ON INDUSTRIAL EDUCATION AND KINDERGARTENS.**

**SEC. 52.** They shall supervise the industrial feature of the Department, and shall recommend to the Committee on Educational Supplies, the purchase of all material necessary for the kindergarten schools; and recommend the establishment of new kindergartens where necessary.

**COMMITTEE ON HEALTH.**

**SEC. 53.** They shall recommend such rules for the betterment of sanitary conditions as may seem best. To comply with the city ordinances and to make such recommendations as will add to the health and sanitary condition of scholars and school houses.

**COMMITTEE ON FURNITURE, REPAIRS, FUEL AND BUILDING SUPPLIES.**

**SEC. 54.** They shall purchase all supplies needed for the Department upon recommendation of the various committees, except Educational Supplies and Printing.

**SEC. 55.** The Board of Education as a Committee of the Whole shall before the 30th day of June of each year report to the Board a schedule of salaries for teachers and employees of the School Department, to take effect on the first day of July following, and to remain in force during one year unless otherwise ordered by a vote of the Board. The salaries of said teachers to be paid by the school month, and other employes to be paid by the calendar month, and only for such time as they are actually employed.

**SEC. 56.** The purchase of all material shall be by contract, and all material, supplies, books, furniture and fuel shall be duly advertised for, not less than ten days, and no material or supplies shall be bought by any committee or Superintendent of Buildings, except in case of emergency, and then not in an amount to exceed \$50.00, and no one shall buy any material or procure any printing without first getting a requisition from the Committee or Chairman of the Committee to which the matter properly belongs.

**SEC. 57.** All other rules, regulations, resolutions and orders passed by the Board of Education are hereby rescinded.

## NAMES OF TEACHERS.

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Adams, Una Miss.....	127 W. 33rd street
Allyn, Ruth M Miss.....	1352 S. Olive street
Anderson, Grace Miss.....	247 S. Hill street
Anderson, Fidelia A. Miss.....	247 S. Hill street
Angell, Amelia M. Miss.....	1011 S. Main street
Armstrong, Amy A. Miss.....	
Armstrong, Jeanette Miss.....	627 W. 15th street
Banadough, Nellie A. Miss.....	1033 Pasadena avenue
Bacon, Laura G. Miss.....	1629 Santee street
Batty, Kate S. Miss.....	119 Daly street
Baker, A. E.....	1024 Blaine street
Bettinger, M. C.....	609 E. 29th street
Bennett, Alba St. C. Miss.....	3241 Key West street
Bennett, Mary L. Miss.....	7th and Main streets
Bengough, Eliza Miss.....	627 W. 7th street
Bear, Mary E. Miss.....	2016 S. Main street
Betts, Ella J. Miss.....	1926 Estrella avenue
Blum, A.....	1360 Figueroa street
Blackinton, M. Alice Miss.....	1416 S. Broadway
Blanchard, Jennie M. Miss.....	306½ S. Spring street
Blanford, Carrie M. Miss.....	217 W. 30th street
Blakeley, Agnes M. Miss.....	510 W. 2nd street
Boyle, Maude Miss.....	809 E. 15th street
Bonebrake, P. O.....	1213 Trenton street
Bonnelle, F. A.....	418 W. 8th street
Boquist, Laura L. Miss.....	870 Pasadena avenue
Boardwell, Dora H. Miss.....	425 Temple street
Bradfield, C. P. Mrs.....	946 S. Hope street
Brown, Annie E. A. Miss.....	2018 Figueroa street
Bradshaw, Lucy Miss.....	1327 Buena Vista street
Brotherton, Frances Miss.....	325 W. Adams street
Bransby, Carlos.....	514 W. 2nd street
Bruere, Julia Miss.....	644 W. 16th street
Bruere, Clara Miss.....	644 W. 16th street
Brown, Kate Miss.....	Hoffman House
Bruce, Belle Miss.....	366 S. Johnson street
Brigham, Alma S. Miss.....	
Brooks, Ada Mae Miss.....	
Butler, Golda Miss.....	
Byrans, F. H. Mrs.....	802 S. Hill street

Case, Katherine C. Miss.....	145 W. Adams street
Cates, E. E.....	724 W. 2nd street
Carrick, Ida E. Miss.....	221 Lecouveau street
Carter, Bessie Miss.....	6th and Main, P. O. Box 476
Campbell, Laura J. Miss.....	425 Temple street
Campbell, Orpah Mrs.....	927 Orange street
Canfield, Hattie M. Miss.....	1217 S. Hill street
Charest, Mina M. Miss.....	1334 Newton street
Chelcote, G. H.....	834 Pasadena avenue
Champlin, Annie B. Miss.....	534 Wall street
Claypool, Mary F. Miss.....	622 S. Hope street
Clegg, Lola A. Miss.....	1049 S. Olive street
Clark, Nellie E. Miss.....	637½ S. Broadway
Clark, Margaret S. Miss.....	128 N. Johnson street
Clark, Kate A. Miss.....	719 Montreal street
Clark, Lillian M. Miss.....	246 S. Bunker Hill avenue
Clark, Emily C. Miss.....	648 S. Olive street
Cook, Mary A. Miss.....	125 S. Olive street
Corbett, Ada E. Miss.....	
Corey, Susanna Miss.....	Care of J. H. Braley
Cowan, Estelle Miss.....	824 W. 10th street
Cowan, Mary Miss.....	824 W. 10th street
Cowan, Rose E. Miss.....	824 W. 10th street
Craft, G. D. Mrs.....	802 S. Hill street
Crary, Bertha Miss.....	1405 W. 7th street
Cushing, Alice J. Miss.....	
Curtis, Mary W. Mrs.....	124 W. 36th street
Culverwell, Alice Miss.....	
Damon, A. O.....	2500 E. 3rd street
Day, Olivia Miss.....	211 S. Union avenue
Day, Lizzie Miss.....	623 W. 17th street
Davis, M. Bessie Miss.....	324 N. Raymond
Davis, Mary A. Miss.....	P. O. Box 65, Station D
Davis, Helen W. Miss.....	109 W. Ann street
Davis, Nettie Miss.....	420 S. Main street
DeLuna, Edith N. Miss.....	1324 Arnold street
Demens, Helen Miss.....	
Desmond, Kate E. Miss.....	937 S. Hill street
Desmond, Nora L. Miss.....	937 S. Hill street
Devin, Minnie Miss.....	838 S. Olive street
Dexter, Yetta F. Miss.....	2027 E. Second street
Dick, Nettie M. Miss.....	L street, Pico Heights
Dixon, Regina M. Mrs.....	242 N. Hope street
Dixon, Ella M. Miss.....	136 N. Daly street
Dillin, Helen Miss.....	123 S. Griffin avenue
Dorn, Olga H. Miss.....	676 W. 23rd street
Downing, Margaret C. Miss.....	

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Dolland, E.....	P. O. Box 779
Donahey, Lizzie M. Miss.....	830 S. Pearl street
Donohue, J. Mrs.....	125 W. 4th street
Doran, Addie E. Miss.....	
Dunham, Florence A. Miss.....	1217 S. Hill street
DuBois, C. G. Mrs.....	839 Buena Vista street
Ebey, Florence Miss.....	814 Kohler street
Egan, Minnie Miss.....	1525 Rockwood street
Egan, May, Miss.....	1525 Rockwood street
Ellis, Clara M. Miss.....	1012 W. 7th street
Emery, R. B.....	940 Cottage Place
Etchmendy, Carrie Miss.....	237 N. Hope street
Fitzmier, Bertha Miss.....	801 W. 32d street
Fitzmier, Nellie M. Miss.....	801 W. 32d street
Finch, Eleanor G. Miss.....	1237 Winfield street
Field, Edith H. Miss.....	345 Park Place
Field, Elizabeth M. Miss.....	401 W. 22d street
Flentjen, Augusta Miss.....	Station D
Fleishman, Helena Miss.....	518 W. 6th street
Flint, Ora Miss.....	Potomac Block
Fay, Mary E. Miss.....	651 S. Pearl street
Foster, L. K. Mrs.....	119 Lecouveau street
Fortson, Laura M. Miss.....	
Fox, Chas. J. Jr.....	201 S. Griffin avenue
Fox, Charlotte J. Miss.....	201 S. Griffin avenue
Frew, W. L.....	612 W. 8th street
Frick, M. J. Mrs.....	530 Court street
Frank, Eva M. Miss.....	219 N. Bunker Hill avenue
Frye, Ida M. Miss.....	
Garbutt, Mary E. Mrs.....	244 Ohio street
Gardiner, Emily J. Miss.....	1128 S. Grand avenue
Getchell, Cora M. Miss.....	533 Maple avenue
Getchell, Nettie L. Miss.....	533 Maple avenue
Gibson, Elizabeth J. Miss.....	229 N. Grand avenue
Glasscock, Ida D. Miss.....	333 S. Hill street
Gould, Jennie C. Miss.....	163 N. Daly street
Gordon, Mary E. Mrs.....	425 Temple street
Gordon, Bertha E. Miss.....	1826 S. Hope street
Gregory, A. L. Mrs.....	1026 Bartlett street
Griswold, Anna S. Miss.....	1826 S. Hope street
Griswold, Eva Miss.....	152 W. 24th street
Griffitts, Emma Miss.....	459 S. Olive street
Griffith, B. W.....	1241 W. State street
Greenman, M. J. Mrs.....	552 S. Hill street
Gray, Alice C. Miss.....	University P. O

Hawks, Franc Miss.....	612 S. Broadway
Hanna, Jean M. Miss.....	640 W. 21st street
Haller, Dora A. Miss.....	113 N. Bunker Hill avenue
Hastings, Mary A. Miss.....	412 Well street
Hass, Clara J. Miss.....	14th and Stanford avenue
Hanchette, E. A. Mrs.....	622 S. Hope street
Hanlon, Harriet Miss.....	1328 S. Hope street
Hanlon, Annie R. Miss.....	1328 S. Hope street
Hafford, F. S.....	522 Temple street
Hains, Bessie Miss.....	
Hanno, Frances V. Miss.....	243 S. Hayes street
Hardenburg, Rose H. Miss.....	
Harcus, H. E. Mrs.....	Station D, Clinton and Thornton avenue
Havemann, J. Jeannette Miss.....	118 E. 35th street, Station K
Havemann, J. Wm.....	118 E. 35th street, Station K
Halvorsen, C Marie Miss.....	426 Crescent avenue
Henry, M. J. Mrs.....	317 N. Soto street
Henry, J. W.....	1859 Winfield street
Henry, Helen Miss.....	
Henderson, Gertrude Miss.....	1257 W. 4th street
Henderson, Janet M. Miss..	813 Downey avenue
Henderson, Mary A. Miss.....	813 Downey avenue
Healey, Clara M. Miss.....	459 S. Olive street
Hitt, Edith A. Miss. ....	166 W. 37th street
Housh, W. H.....	1033 S. Flower street
Houghton, Clara H. Miss.....	939 S. Pearl street
Houston, Margaret A. Miss. ....	399 S. Bunker Hill avenue
Howland, George D.....	414 S. Hill street
Hurchins, Grace J. Miss .....	421 W. 2d street
Hutchinson, Edward.....	846 Lyon street
Hutchings, Ada F. Miss.....	366 S. Johnson street
Hunt, Helen E. Miss.....	115 S. Olive street
Hutchinson, M. Louise .....	
Ingersoll, F. C. Mrs.....	1313 Hardie street
James, Margaret Miss.....	401 W. Washington street
Jamison, Rachel H. Miss.....	2341 Scarff street
Jepson, Esther Miss.....	1532 Ingraham street
Jones, Melvania H. Miss.....	Garvanza
Joy, Edith M. Miss.....	943 W. 17th street
Joy, Eleanor M. Miss.....	943 W. 17th street
Junkin, Annie M. Miss.....	1017 W. 22d street
Kane, Emma G. Miss.....	
Kane, Ella H. Miss.....	
Kennedy, Nettie Miss.....	705 Pasadena avenue
Keppel, Mark.....	
Keller, L. F.....	1118 Georgia Bell street

Kimball, Mabel H. Miss.....	2533 Michigan avenue
King, Mary F. Miss.....	University P. O.
Knox, Bernice C. Miss.....	736 S. Broadway
Knepper, George E.....	
Knewing, Amy Miss.....	145 S. Flower street
Lang, Mary A. Miss.....	237 S. Sichel street
Lane, Edith L. Miss.....	Santa Monica, Cal
Lamb, Bessie F. Miss.....	188 E. 25th street
Lawton, Frances M. Miss.....	739 S. Broadway
Ladd, Lucy E. Miss.....	1547 Girard street
Le Van, Mary E.....	237 S. Sichel street
Leslie, G. L.....	
Leland, Anna L. Miss.....	945 Orange street
Leviele, Blanche E. Miss.....	314 N. Hill street
Lewis, Pauline Miss.....	756 S. Flower street
Lindlev, Vesta Miss.....	
Lord, Mira L. Miss.....	733 S. Burlington avenue
Locke, C. E.....	Monrovia, Cal
Lynch, Anna S. Miss.....	1657 W. 12th street
Mackey, Frances Mrs.....	404 Amelia street
Machold, E. L. Mrs.....	950 W. 12th street
Madden K. L. Mrs.....	2625 Michigan avenue
Maitland, Mary F. Miss.....	214 W. Pico street
March, Ada B. Miss.....	
Mayhew, Nora D. Miss.....	676 W. 23d street
McCarthy, Kate Miss.....	125 W. 4th street
McCansland, Carrie A. Miss.....	512 W. Ninth street
McCormack, Ida M. Miss.....	425 W. 17th street
McDonald, Mary A. Miss.....	Hoffman House
McFadden, Belle Miss.....	Station D
McGaw, Jessie A. Miss.....	530 S. Hill street
McKenzie, Belle Miss.....	317 N. Soto street
McKenzie, Lizzie A. Miss.....	317 N. Soto street
McPherson, J. M.....	437½ Temple street
Merritt, Cora B. Miss.....	725 Kohler street
Milner, Else I. Miss.....	721 W. Washington street
Millard, J. B.....	218 S. Grand avenue
Miller, Narcissa J. Miss.....	2407 Grand avenue
Mills, Elizabeth Miss.....	129 S. Olive street
Millspough, Nora H. Mrs.....	647 Philadelphia street
Mosher, Mary Miss.....	Pasadena, Cal
Monlux, J. B.....	217 E. 24th street
Morgan, Linella Miss.....	532 Towne avenue
Morrison, Ida E. Miss.....	622 Athena street
Moore, S. H.....	301 N. Broadway
Murdoch, Grace R. Miss.....	2537 E. 1st street

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Murdoch, Maria E. Miss.....	2537 E. 1st street
Murphy, Mary S. Miss. ....	934 Lincoln street
Murphy, Luna Miss.....	258 N. Workman street, E. L. A.
Murphy, Rose Miss.....	
Munday, P. H. Mrs.....	Hope and 23d streets
Myrick, Eliza P. Miss.....	937 W. 18th street
Neidig, Cora M. Miss.....	761 S. Main street
Newkom, Carrie A. Miss.....	423 E. 23d street
Niles, Beth E. Miss.....	425 Crescent avenue
O'Donoghue, Maggie Miss.....	626 W. 15th street
O'Gorman, E. F. Mrs.....	229 N. Broadway
Oliver, Nellie G. Miss.....	730 W. Beacon street
Oliver Myrtle G. Miss.....	730 W. Beacon street
Oliver, Lizzie B. Miss.....	343 S. Bunker Hill avenue
Osgood, Kate F. Miss.....	642 S. Olive street
Owen, Mae Miss.....	625 S. Pearl street
Parsons, Gertrude Mrs.....	247 S. Hill street
Parcell, Zulenea I. Miss.....	337 Buena Vista street
Pepper, Lizzie Miss.....	847 S. Flower street
Pepper, Sadie Miss.....	847 S. Flower street
Perkins, Helen M. Miss.....	824 W. 10th street
Phelps, Mary Miss.....	1431 Mitchell Place
Phillips, Alice H. Miss.....	1003 S. Main street
Phillips, T. J.....	819 S. Olive street
Phillips, Sudie Miss. ....	819 S. Olive street
Philipson, Margaret R. Miss.....	123 N. Hope street
Plummer, A. W.....	1503 Georgia Bell street
Potter, Nellie I. Mrs.....	Glendale
Potter, Jennie F. G. Miss.....	1015 W. 23d street
Poyas, Florence Miss.....	654 S. Hill street
Pond, N. F. W. Mrs.....	403 S. Grand avenue
Powell, Bessie Miss.....	Station K
Prince, George H.....	
Preston, Clara M. Mrs.....	146 W. 32d street
Prentiss, Luella R. Miss.....	2800 S. Flower street
Purdy, Lilian E. Miss.....	
Putnam, Sarah L. Miss.....	737 Boyle avenue
Quayle, Mary E. Miss.....	
Rannels, Clara C. Miss.....	1205 W. 9th street
Reavis, N. Ellen Miss.....	1306 Douglass street
Reavis, Cora A. Miss.....	1306 Douglas street
Reese, Sara C. Miss.....	1608 Denver avenue
Reilly, Helen C. Miss.....	2217 Figueroa street
Reynolds, Annie Miss.....	251 E. 31st street



Reid, Vada Miss.....	
Reeves, Alice Miss.....	711 Montreal street
Reeves, Carrie Miss.....	711 Montreal street
Reeves, Sarah W. Miss.....	751 Ottawa street
Rice, Annette L. Miss.....	247 S. Hill street
Richmond, Adah J. Miss.....	414 Fremont street
Roberts, C. W. Miss.....	937 S. Broadway
Rorick, Nellie C. Mrs.....	622 S. Hope street
Rohde, C. J.....	754 S. Los Angeles street
Sanders, Frances Miss.....	424 Temple street
Samuels, Minnie A. Miss.....	
Samuels, Addie J. Miss.....	
Schwannecke, Antonie A. Miss.....	138 N. Bunker Hill avenue
Sherer, A. J.....	R. 425 Bradbury block
Sharpe, Belle Miss.....	659 S. Hill street
Shine, Nellie Miss.....	316½ S. Spring street
Shrimplin, Rose A. Miss.....	Station B
Shields, Matilde Miss.....	399 W. 22d street
Sigerfoos, Belle Miss.....	819 W. 8th street
Skilling, W. T.....	380 Douglass street
Slack, Cora S. Miss.....	3229 Key West street
Smith, Albertina Mrs.....	834 S. Hope street
Smith, M. A. P. Mrs.....	403 N. Broadway
Smith, Florence B. Miss.....	539 S. Olive street
Smith, Frank W. Mrs.....	2122 E. 2d street
Smith, Estelle B. Mrs.....	2122 Bonsallo avenue
Small, Mary L. Miss.....	313 S. Workman street
Stewart, Anna Miss.....	831 S. Hope street
Stein, F. W.....	1390 Newton street
Strauss, Esther L. Miss.....	301 N. Broadway
St. Clair, Nellie J. Miss.....	312 S. Hill street
Stoltenberg, Ella Miss.....	1103 Hawkins street
Stansbury May Miss.....	
Summers, Evalena Miss.....	1938 Grand avenue
Sullivan, Helen Miss.....	Station E
Swift, M. H. Mrs.....	242 W. 23d
Taylor, Hattie Miss.....	116 S. Flower street
Thurston, Emma A. Mrs.....	1217 W. 10th
Thompson, C. S.....	727 E. 27th street, Station S
Thomas, Maud A. Miss.....	147 W. 17th street
Throop, Jennie L. Mrs.....	125 W. 22d street
Ticknor, Gertrude Miss.....	Monrovia, Cal
Tritt, W. W.....	1323 Winfield street
Tritt, Anna M.....	1323 Winfield street
Turner, Mary Miss.....	407 W. 23d street
Twiss, W C.....	

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Van Valkenberg, Margaret Miss.....	1631 Ingraham street
Van Gorder, A. G.....	711 Montreal street
Vineyard, Helen P. Miss.....	Santa Monica, Cal
Vose, Adelaide O. Miss.....	Station R
Wallace, Belle Miss.....	1224 W. 8th street
Wallace, Agnes Miss.....	1224 W. 8th street
Wambold, Katharine C. Miss .....	Berkeley, Cal
Walker, Minnie Miss.....	Station K
Walton, Carrie Miss.....	
West, Nella A. Miss.....	429 S. Workman street
Weil, Adele Miss.....	218 W. Pico street
White, M. A. Mrs .....	1201 Buena Vista street
White, Hattie M. Miss.....	1201 Buena Vista street
White, Marie Miss.....	222 Koster street
Williams, Louise A. Miss.....	401 S. Hope street
Winslow, Eveline L. Mrs.....	2910 Maple avenue
Worster, M. Helen Miss... ..	227 S. Olive street
Wurtz, Lucy Miss.....	122 N. Chicago street
Wylie, Jennie Miss.....	1969 Michigan avenue
Young, Clara Miss.....	1220 W. State street
Young, E. R.....	

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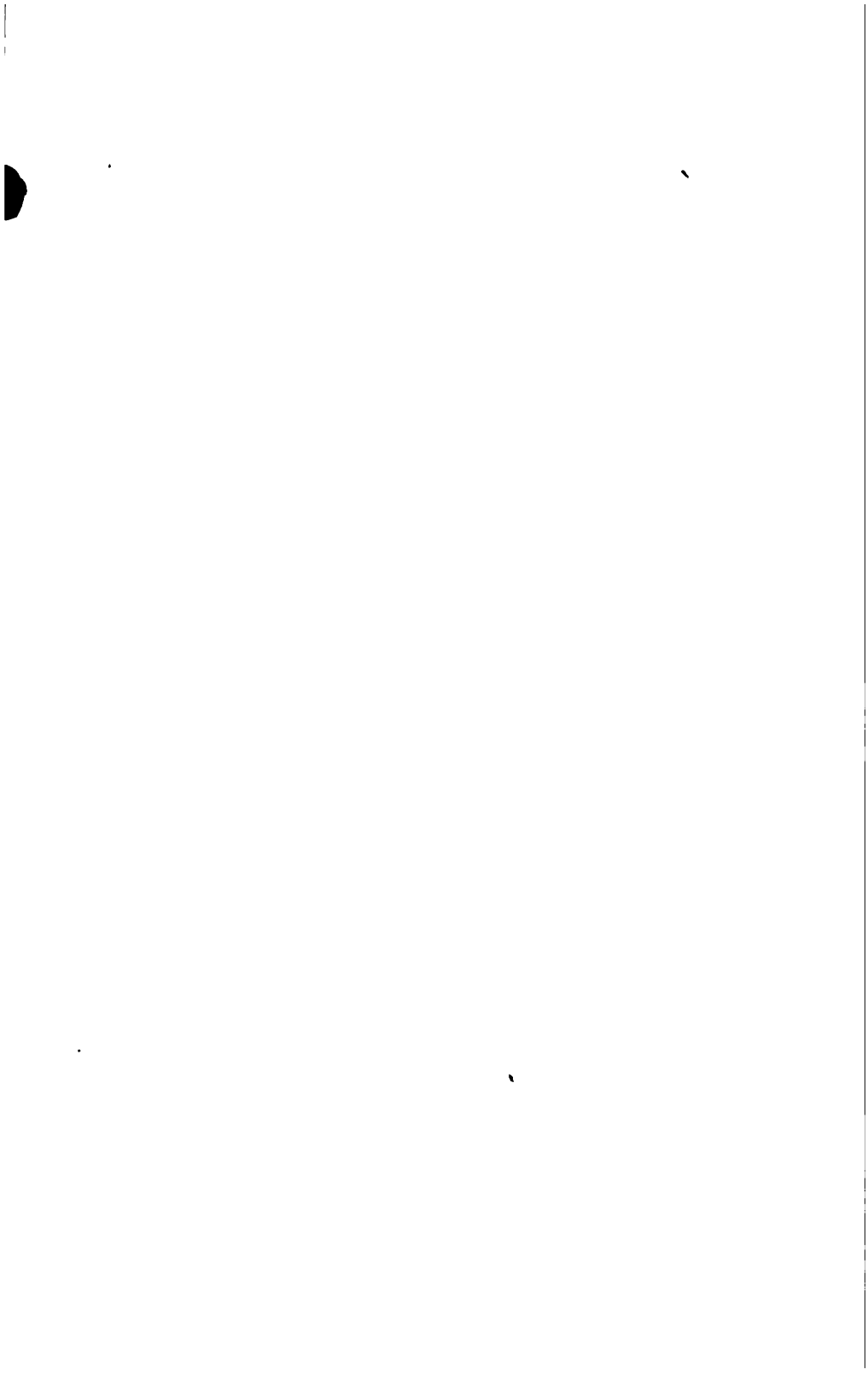
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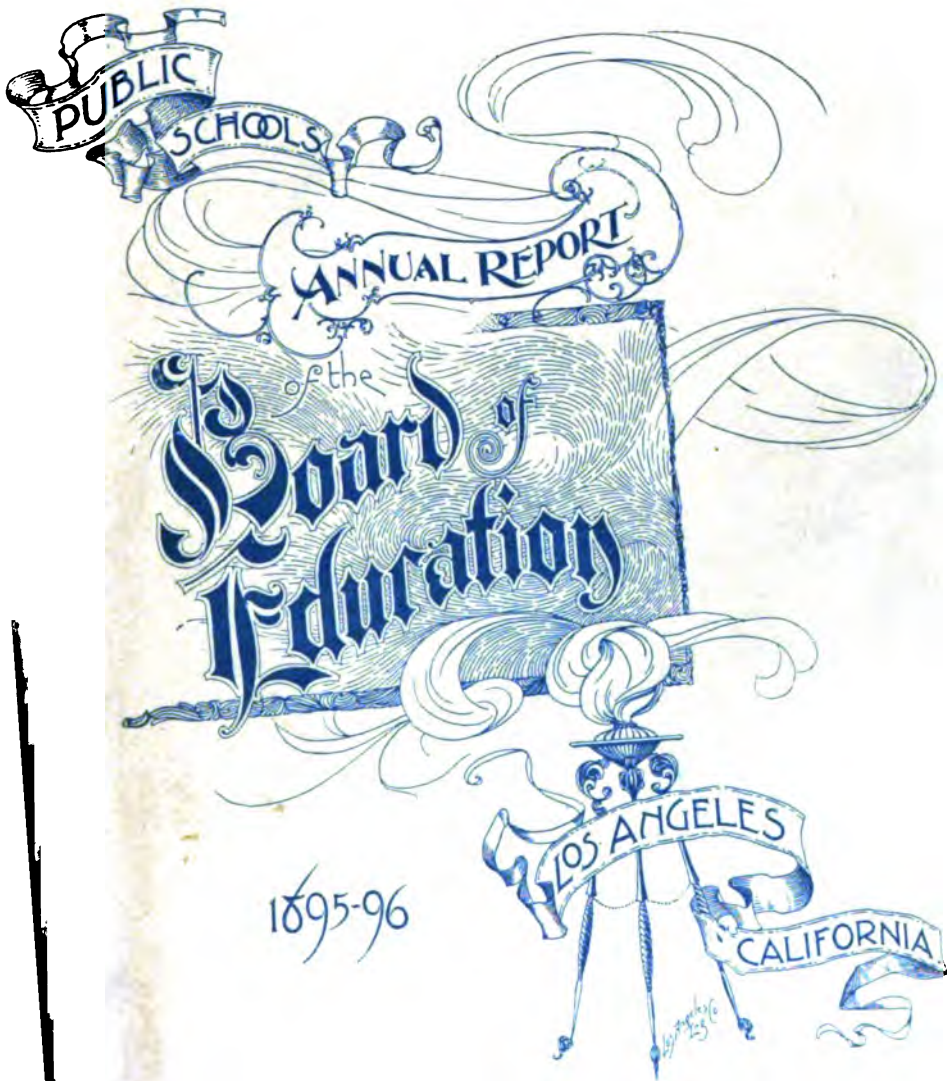
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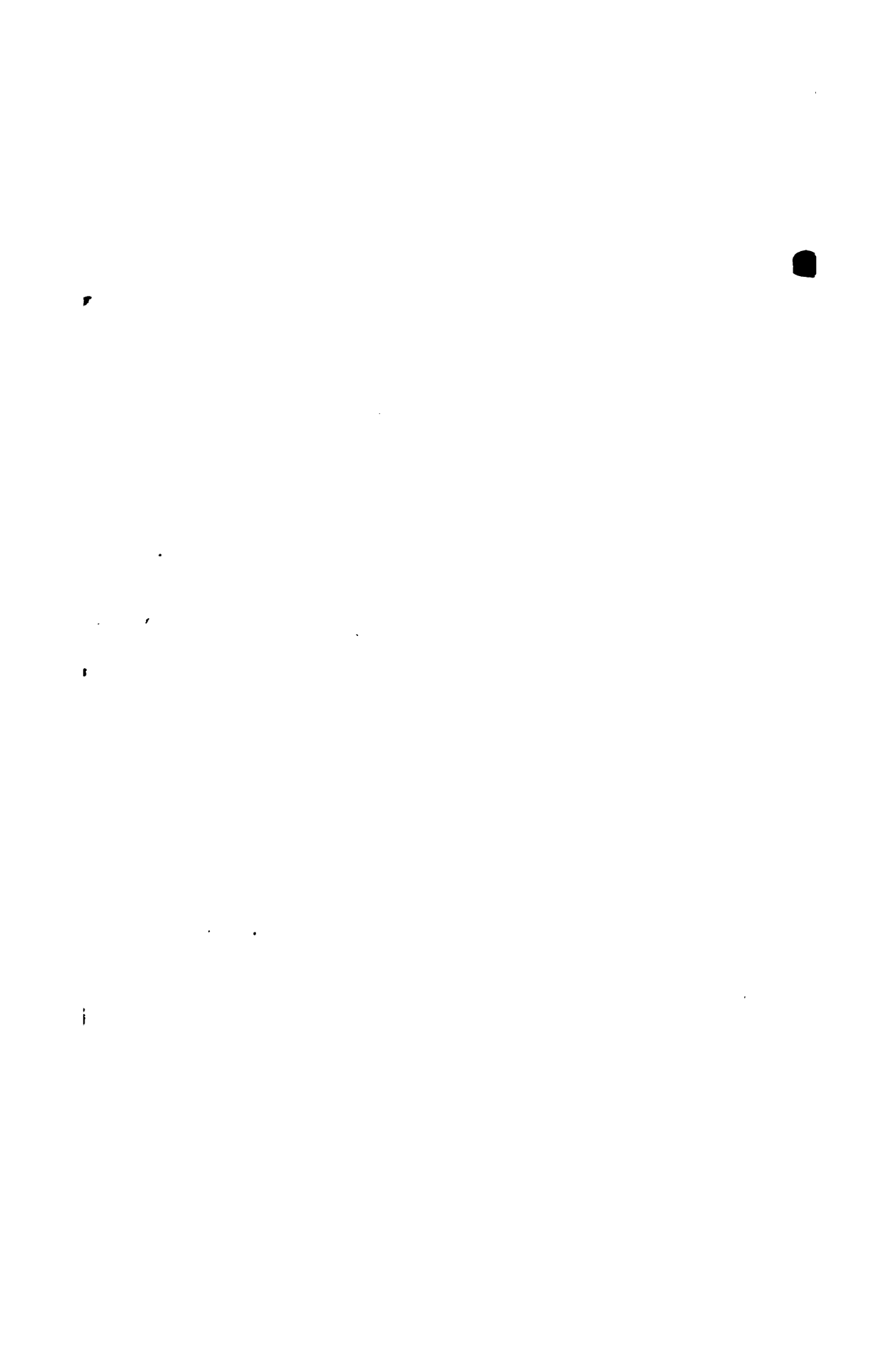


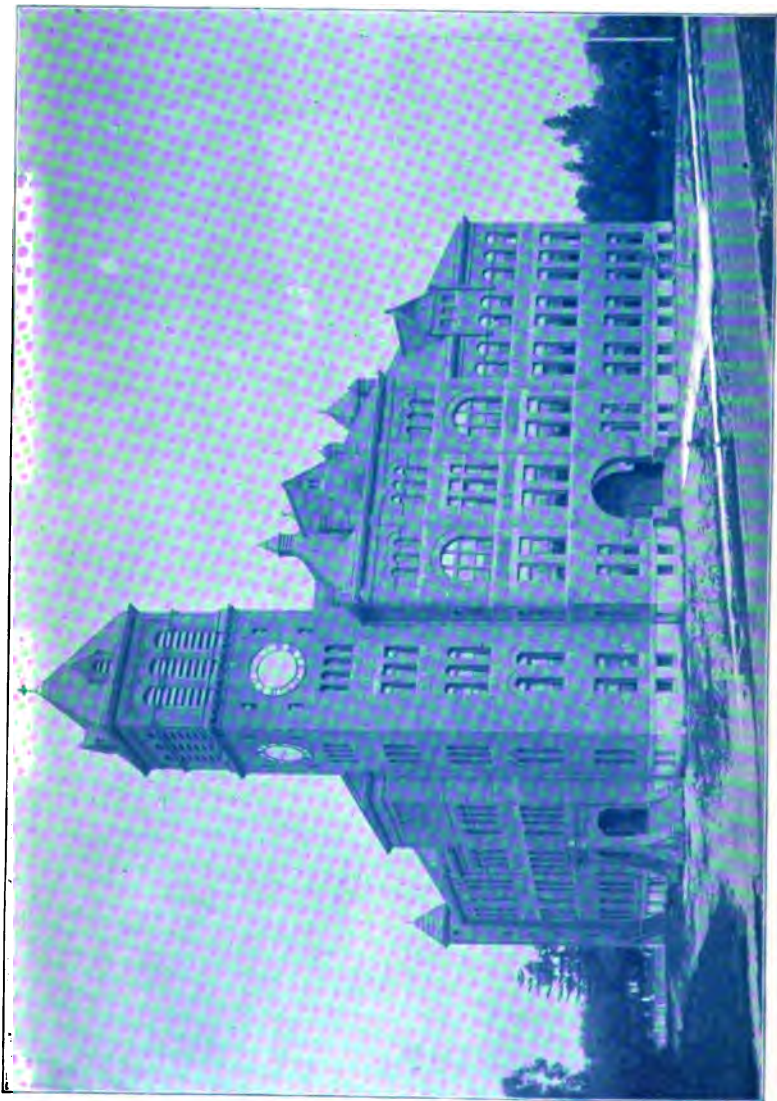


DEPARTMENT OF EDUCATION  
LELAND STANFORD JUNIOR UNIVERSITY



B





HIGH SCHOOL

---

*Compliments of*

*J. A. Foshay,*  
*Supt. of Schools.*

RT

*Please exchange.*

OF THE

# BOARD OF EDUCATION

AND

CITY SUPERINTENDENT OF SCHOOLS

WITH

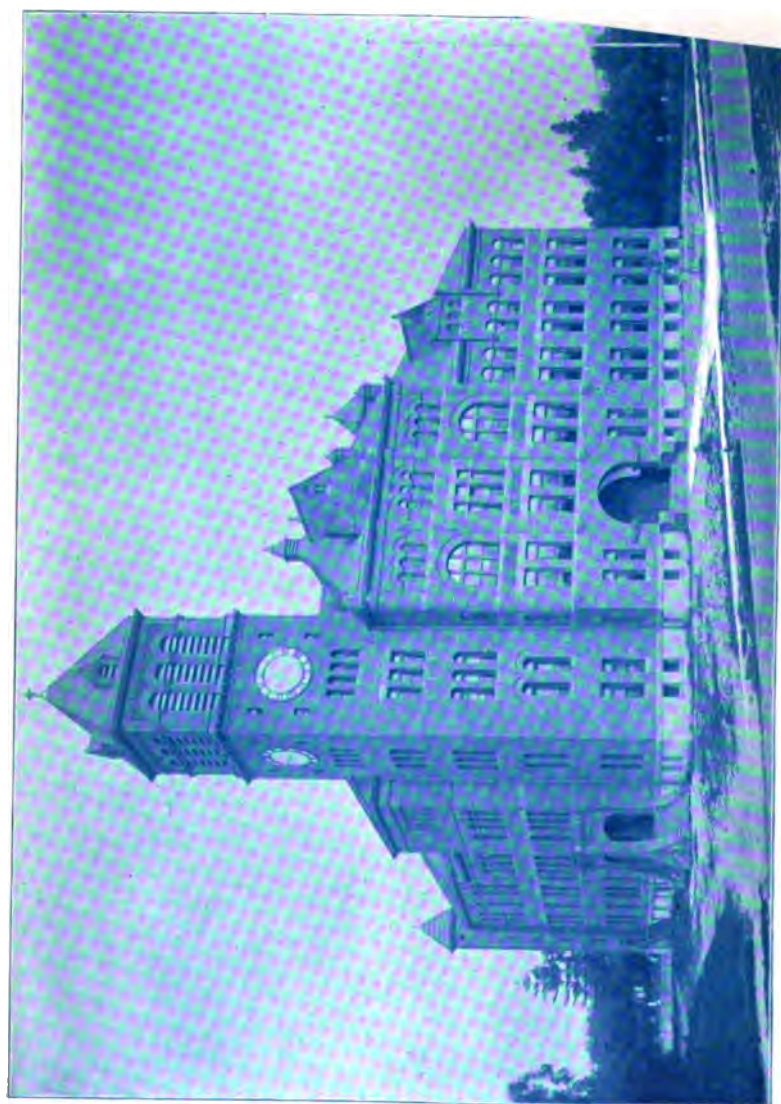
RULES AND REGULATIONS AND COURSE OF STUDY OF THE  
PUBLIC SCHOOLS OF THE CITY OF  
LOS ANGELES, CAL.



1895-1896



LOS ANGELES, CAL.:  
CALIFORNIA PRINTING CO.  
1896.



HIGH SCHOOL

ANNUAL REPORT  
OF THE  
BOARD OF EDUCATION  
AND  
CITY SUPERINTENDENT OF SCHOOLS  
WITH  
RULES AND REGULATIONS AND COURSE OF STUDY OF THE  
PUBLIC SCHOOLS OF THE CITY OF  
LOS ANGELES, CAL.

1895-1896

LOS ANGELES, CAL.:  
CALIFORNIA PRINTING CO.  
1896.



*To the Board of Education, Los Angeles, Cal.*

GENTLEMEN:—Herewith I submit this, my second annual report, as required by law.

July 1st. finds the department out of debt and sufficient money on hand to pay the teachers up to the time of receiving the winter apportionment.

During the year the mode of keeping the accounts has been changed to that of regular business corporations, and in addition I have added a complete detailed account of the expense of operating each school, which will be of great benefit in many ways both to the office and teachers.

The business of the office has become systematized so that the various departments run without friction, and all departments are in such shape that business can be handled easily and rapidly.

Very Respectfully,

C. P. DANDY,  
Sec'y of the Board of Education.

1896.  
City Board of Education

OFFICE, ROOM 234 WILCOX BLOCK,

COR. SPRING AND SECOND STREETS

LOS ANGELES, - CALIFORNIA.

Ward

- I.—W. A. KENNEDY, - 151 N. Los Angeles St.  
II.—WM. LEMOYNE WILLS, - - 304 Wilcox Block  
III.—WILLIAM M. GARLAND, - - 207 S. Broadway  
IV.—J. S. PITMAN, - - - 1217 Trenton St.  
V.—ROBERT HALE, - - - 2323 S. Grand Ave.  
VI.—THOMAS BASSETT, - - 258 E. Adams St.  
VII.—E. L. GRUBB, - Cor. Fourth and Los Angeles Sts.  
VIII.—S. E. FULTON, - Piedmont Hotel, E. First St.  
IX.—G. W. SIMONTON, - - - 125 Boyle Ave.  
—ROBERT HALE, President.  
—C. P. DANDY, Secretary.

Finance—SIMONTON, WILLS, BASSETT.

Building—KENNEDY, SIMONTON, BASSETT.

Educational Supplies and Printing—GRUBB, GARLAND, FULTON.

Teachers and Schools—PITMAN, BASSETT, SIMONTON.

Insurance—GARLAND, BASSETT, GRUBB.

Rules and Regulations—BASSETT, WILLS, PITMAN.

Visiting and Janitors—SIMONTON, FULTON, GRUBB.

High School, Library, and Course of Study—WILLS, PITMAN, FULTON.

Industrial Education and Kindergartens—FULTON, PITMAN, GARLAND.

Health—WILLS, FOSHAY, CITY HEALTH OFFICER.

Furniture, Repairs, Fuel and Building Supplies—GRUBB, GARLAND, FULTON.

The regular meetings of the Board of Education will be held in the Secretary's Office, on the second and fourth Mondays of each calendar month, at 7:30 P. M.

The Teachers' Committee will meet at 3 P. M. in Superintendent's office, on Saturdays preceding the regular meetings of the Board.

The Finance Committee will meet in the Secretary's office at 2 P. M. on Saturdays preceding the regular meetings of the Board. All claims not in at that time will be laid over until the next meeting.

J. A. FOSHAY, Superintendent.

C. L. ENNIS, Deputy Supt.

MRS. EMMA R. NEIDIG, Supt's Clerk.

## SUPERINTENDENTS

---

The following named persons have been Superintendents of the Los Angeles City Schools:

Dr. W. T. Lucky.....1873 to 1876	L. D. Smith.....1883 to 1885
C. H. Kimball.....1876 to 1880	W. M. Friesner.....1885 to 1893
Mrs. C. B. Jones.....1880 to 1881	Le Roy D. Brown.....1893 to 1894
J. M. Guinn.....1881 to 1883	P. W. Search.....1894 to 1895
J. A. Foshay.....1895 to	

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## MEMBERS BOARD OF EDUCATION

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The following persons have served as members of the Board of Education during the past nine years, or are serving now:

Ashman, James.....1893 to 1895	Johnson, E. P.....1888 to 1889
Averill Mrs. A. S.....1887 to 1888	Kennedy, W. A.....1895 to 1897
Barber, Dr. D. C.....1891 to 1893	Kelly, Thos.....1888 to 1889
Bassett, Thomas.....1895 to 1897	Kierulff, Dr. B. F.....1891 to 1893
Boal, Dr. R. H.....1891 to 1893	Kurtz, Dr. Joseph.....1886 to 1888
Buehler, W. H.....1893 to 1895	Mansfield, John.....1892 to 1893
Cochran, Dr. W. G.....1885 to 1886	Marsh, M. C.....1891 to 1893
Cox, E. J.....1889 to 1891	McIntosh, W. P.....1889 to 1891
Crawford, Dr. J. S.....1887 to 1889	Morrison, Dr. R. W.....1891 to 1891
Crowley, C. E.....1891 to 1893	Patty, L. R.....1893 to 1895
Davis, T. J.....1891 to 1893	Pepper, Dr. C. T.....1893 to 1895
Day, Chas. E.....1887 to 1889	Pitman, J. S.....1895 to 1897
Earl, C. N.....1886 to 1888	Pomeroy, A. E.....1888 to 1891
Elliott, J. M.....1885 to 1887	Powers, E. E.....1889 to 1891
Ellis, C. J.....1889 to 1891	Platt, J. C.....1893 to 1895
Embodly, N. S.....1887 to 1889	Roberts, G. D.....1892 to 1893
Frew, J. M.....1889 to 1891	Shafer, A. C.....1891 to 1891
Fulton, S. E.....1895 to 1897	Simonton, G. W.....1895 to 1897
Garland, W. M.....1895 to 1897	Stein, F. W.....1893 to 1895
Gaffy, J. T.....1891 to 1892	Thurston, C. P.....1887 to 1888
Gibson, F. A.....1884 to 1886	Trask, D. K.....1893 to 1895
Gosper, J. J.....1889 to 1891	Wade, R. D.....1885 to 1887
Graham, F. S.....1886 to 1888	Whaling, M.....1889 to 1891
Grubb, E. L.....1895 to 1897	Wills, Dr. W. L.....1893 to 1897
Hale, Robert.....1895 to 1897	Witmer, J. M.....1891 to 1892
Hitchcock, Dr. W. W. 1891 to 1892	Woodbury, F. C.....1889 to 1891
Hughes, Mrs. M.....1892 to 1895	Wright, E. T.....1884 to 1886

# FINANCIAL STATISTICS

## RECEIPTS.

Balance on hand July 1, 1895.....	\$	35,147	52
Received from State School Fund.....		159,423	95
"    "    County School Fund.....		99,870	28
"    "    "    Library Fund.....		921	92
"    "    Common School Fund.....		89,545	30
"    "    Non-resident Tuition.....		2,173	80
"    "    Miscellaneous sources.....		225	60
Total .....	\$	387,308	37

## EXPENDITURES.

July .....	1895	\$	1,381	73
August .....	"		2,288	28
September .....	"		5,877	26
October .....	"		30,784	74
November .....	"		26,386	78
December .....	"		33,314	31
January .....	1896		32,015	12
February .....	"		31,018	05
March.....	"		33,380	73
April .....	"		34,137	50
May .....	"		35,808	44
June.....	"		56,748	46
Total.....		\$	323,161	63
Balance on hand June 30, 1896.....			\$64,146	74

## ITEMIZED STATEMENT OF EXPENDITURES

Permanent Improvements .....	\$ 6,294 14
Horses and Wagons.....	183 25
Principals' Salaries.....	21,386 35
Special Teachers.....	3,732 50
Teachers' Salaries.....	209,683 00
Kindergarten Teachers' Salaries.....	26,080 00
Janitors .....	16,451 80
Labor .....	4,061 64
Office Salaries.....	6,741 08
Office Stationery and Printing .....	1,859 88
Kindergarten Supplies.....	1,535 81
Fuel .....	3,164 00
Lumber.....	537 84
Pencils .....	897 00
Pens.....	433 00
Penholders .....	73 55
Black-board Erasers.....	177 14
Chalk .....	99 28
Soft Paper.....	254 56
Double-ruled Paper .....	412 18
Foolscap Paper.....	456 22
Soap .....	158 83
Towels .....	183 70
Ink.....	89 19
Indigent Supplies.....	658 14
Paint .....	1,801 36
Glass .....	118 63
Chemicals .....	375 39
Apparatus.....	567 08
Furniture .....	4,757 74
Brushes and Brooms .....	379 11
Books .....	789 08
Warehouse (supplies on hand).....	1,016 44
Library .....	848 67
Insurance.....	439 47
Rent .....	689 50
Taking School Census .....	977 65
Institute .....	109 80
Tuition (Fruitland District) .....	150 00
High School Graduation .....	127 10
Repairs of Buildings .....	4,410 53
Total.....	\$ 323,161 63

DISTRIBUTION OF EXPENDITURES

No.	Schools	Principals' Salaries	Teachers' Salaries	Kinder- garten Salaries	Janitors	Labor
1	Highland Park ....	\$ 24 40	\$ 573 10	\$	\$ 76 50	15 50
2	Arroyo St.....	24 40	755 60		99 00	39 75
3	Swain St.....	73 15	1,511 20		148 50	8 75
4	Chestnut St.....	219 40	3,022 40		247 50	36 00
5	Hellman St.....	414 40	5,289 20	1,155 00	445 50	107 40
6	Gates St.....	414 40	4,901 70	975 00	440 50	127 65
7	Griffin Ave.....	219 40	3,022 40		267 50	254 00
8	Hayes St.....	272 50	2,605 55	975 00	277 00	30 50
9	Castelar St.....	1,250 00	7,851 30	1,555 00	555 50	71 50
10	Sand St.....	1,170 00	6,801 40	975 00	544 50	60 25
11	Alpine St.....	414 40	6,174 20	975 00	480 50	81 29
12	Custer St.....	84 35	1,162 45		127 50	17 25
13	Temple St.....	414 40	5,289 20	975 00	445 50	124 87
14	Grafton St.....	24 40	755 60		99 00	11 00
15	Casco St.....	219 40	3,022 40		247 50	38 50
16	Union Ave.....	414 40	5,250 45	975 00	445 50	352 55
17	Fremont Ave.....	272 50	2,993 05	975 00	349 00	44 47
18	Normal Model.....	414 40	6,844 80			
19	Spring St.....	1,365 00	9,949 10	1,475 00	807 50	361 69
20	Eighth St.....	414 40	6,687 80		445 50	49 45
21	Cambria St.....	93 75	870 20	335 00	117 50	22 50
22	Tenth St.....	248 75	3,660 55		247 50	31 25
23	Sentous St.....	201 90	2,867 30	475 00	260 00	22 00
24	Sixteenth St.....	414 40	6,394 80	1,015 00	495 00	61 00
25	Seventeenth St.....	414 40	6,290 40	1,175 00	448 50	133 84
26	Norwood St.....	135 65	1,549 90	470 00	160 50	20 75
27	Thirtieth St.....	414 40	7,964 80	1,575 00	570 50	91 75
28	Twenty-eighth St..	450 00	2,615 40	375 00	214 50	19 50
29	San Pedro St.....	414 40	5,897 35	1,245 00	445 50	69 00
30	Stanton Ave.....	219 40	3,022 40		247 50	51 34
31	Santa Fe Ave.....	73 15	1,511 20		148 50	19 25
32	Seventh St.....	277 50	3,217 45		247 50	64 15
33	Ninth St.....	1,170 00	7,442 00	1,355 00	534 50	143 92
34	Sixth St.....	570 0	3,312 90	585 00	264 00	31 25
35	Boyd St.....	118 75	1,440 55	285 00	138 00	86 50
36	Hewitt St.....	1,170 00	6,667 25	975 00	534 50	104 65
37	Amelia St.....	414 40	6,021 20	975 00	445 50	99 10
38	New Macy St.....	229 65	3,184 60	975 00	307 50	80 75
39	Ann St.....	1,170 00	6,248 55	1,305 00	494 50	84 75
40	Macy St.....	229 35	3,674 95		280 00	188 35
41	Cornwell St.....	219 40	2,266 80	975 00	247 50	35 50
42	Second St.....	83 10	1,163 70		123 75	26 00
43	Breed St.....	414 40	6,084 20	975 00	445 50	172 21
44	First St.....	219 40	3,022 40		247 50	23 50
45	Pico Heights.....	11 50	690 00		58 30	2 00
46	Rosedale .....	127 50	1,034 00		92 00	
47	Harper.....	11 50	862 50		79 95	
48	Harmony.....	30 10	320 00		16 50	
49	West Vernon.....	62 50	574 75		42 30	2 75
50	Night School.....	97 50	850 00		85 00	
51	High School.....	3,560 00	24,499 00		1,862 50	541 71
		21,386 35	209,683 00	26,080 00	16,451 80	4,061 64

## DISTRIBUTION OF EXPENDITURES

(Continued)

No.	Repairs	Pen Holders	Kinder- garden Supplies	Fuel	Lumber	Pencils	Pens	Erasers
1	\$ 49 25	\$ 54		\$	\$	\$ 6 01	\$ 1 31	\$ 56
2	39 58			19 15	13 12	4 77	99	56
3	31 73	36		27 80		4 23	1 28	
4	51 90	1 08		40 20		8 16	4 85	
5	82 06	2 16	55 85	102 25	22 81	41 85	10 36	4 44
6	59 90	2 07	53 00	111 02	9 20	17 20	14 07	3 36
7	154 65	27		53 10		15 11	4 19	1 12
8	117 15	36	49 85	43 75		6 60	2 90	1 68
9	121 19	1 89	64 05	110 83	115 51	38 02	10 92	10 92
10	140 56	5 37	63 30	106 55		31 98	19 60	3 36
11	84 68	1 98	61 65	107 21	17 28	29 99	10 15	1 12
12				2 45		83	66	
13	56 60	2 70	53 60	71 05		34 76	8 64	
14	15 30			10 00			83	1 12
15	126 70			41 85		11 50	4 60	5 48
16	221 55	1 71	57 15	88 39		21 55	2 31	1 12
17	117 72	63	50 60	62 60	2 82	16 29	6 50	1 68
18						9 90		
19	126 35	4 32	63 82	210 31		26 14	31 84	11 06
20	112 92			111 16		37 70	21 00	3 36
21	2 60	1 08	45 18	2 15	12 89	9 94	2 64	5 60
22	126 21			6 20		10 56	5 50	
23	24 20	2 28	52 95	36 30	1 00	22 87	7 74	20 16
24	112 45	5 04	60 75	98 65	2 36	21 96	24 62	8 96
25	151 56	1 26	64 75	85 50	1 56	17 39	13 65	1 12
26		1 80	57 60	36 30		16 67	5 94	6 72
27	126 09	2 61	60 16	105 38		32 22	15 97	2 84
28	5 65	2 43	45 80	23 50		24 18	6 50	11 20
29	327 19	2 25	76 97	68 69	12 54	28 30	13 20	1 68
30	116 76	45		45 15	13 32	11 01	4 62	2 24
31	111 40	45		11 15		8 35	99	6 72
32	69 90	1 09		56 40	12 69	17 97	4 23	
33	232 89	2 25	62 15	106 31	14 85	36 70	15 07	2 24
34	2 50	3 24	58 35	53 86	15 47	23 01	14 52	24 64
35	2 50	1 02	45 65	39 53	8 05	9 90	2 97	5 04
36	156 97		55 80	98 99		16 92	9 81	4 40
37	115 76		53 60	84 53	90 35	6 29	10 78	56
38	214 10	3 22	56 40	46 60	32 63	16 94	2 58	4 48
39	129 35	45	61 60	88 15		58 58	7 08	3 36
40	121 70	1 44		60 50	7 47	22 10	5 28	56
41	49 88	1 26	51 63	56 52	107 03	12 58	3 90	
42		1 80		22 85		11 38	4 95	5 60
43	162 85	3 87	53 60	100 04	23 41	43 97	13 68	
44	54 90	54		54 93		11 16	4 57	
45					1 48	3 80	1 32	
46						16	2 64	
47						3 16	99	55
48								
49						5 32	96	28
50						31 02	69 30	7 25
51	283 33	8 28		456 15				
	4,410 53	73 55	1,535 81	3,164 00	537 84	897 00	433 00	177 14

# SECRETARY'S REPORT

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## DISTRIBUTION OF EXPENDITURES

(Continued)

No.	Chalk	Soft Paper	Double Ruled Paper	Fools-cap Paper	Br'shes and brooms	Soap	Towels	Ink	Indgnt Suppl's	Paint
1	\$ 1 66	\$ 1 44	\$ 5 82	\$ 1 96	\$ 4 05	\$ 60	\$ 4 20	\$ 50	\$ 1 73	\$
2	74	45	4 65	96	6 05	1 10		88	2 20	55 10
3		84	6 92	2 43	2 75	76		90	3 93	
4		3 31	5 08	7 80	5 05	1 60		2 47	95	120 50
5	10	72	1 50	11 64	5 75	6 93	4 20	3 60	5 42	
6	3 35	3 99	6 43	12 34	4 35	2 70	4 20	1 70	8 13	
7	82	2 20	75	5 37	7 88	2 11		80	7 43	
8	40	2 61	8 60	4 14	5 50	60	4 20	1 30	4 59	
9	4 72	7 66	21 08	18 11	8 50	1 70	5 40	2 22	139 98	
10	4 90	10 73	22 60	12 73	9 25	7 26	12 40	4 30	30 76	133 69
11	3 09	4 26	13 03	10 40	11 35	2 16	2 10	1 80	22 41	21 25
12		30	3 84	1 47	9 70	2 80	5 25			
13		7 74	7 61	11 72	9 95	2 11	1 80	1 80	4 49	
14	56	48	4 79	99	2 75	1 24	2 10	20	4 01	100 50
15	2 17	1 78	9 92	4 90	13 05	3 65	4 20	90	7 65	
16	2 00	4 61	4 44	7 88	14 35	3 40	12 60	1 40	1 50	
17	2 58	6 00	8 17	8 03	8 65	3 25	2 10	80	5 04	45 50
18									6 81	
19	7 60	9 78	75 60	26 35	22 45	6 10		4 48	14 22	185 50
20	2 74	7 93	3 99	22 29	5 45	7 25		4 70	8 89	89 50
21	93	3 49	5 10	5 80	10 95	2 90	9 45	70		
22	1 36	1 38	55	3 17	2 4	2 48		80	1 31	
23	2 61	2 65	15 10	10 78	9 45	1 64	8 40	1 92	10 10	
24	3 82	2 33	10 49	14 60	3 00	20		1 80		
25	50	9 34	7 56	18 44	20 20	2 20	4 20	2 60		
26	3 48	1 91	6 11	2 93	9 85	2 75	5 25	1 50		
27	4 11	6 16	10 41	14 66	5 95	2 15		2 58		
28	3 33	5 74	11 38	10 76	14 10	4 30	13 65	2 40		
29	5 34	8 42	14 31	12 28	9 00	4 70	4 20	4 10	31 61	
30	2 18	2 84	8 64	16 66	1 90	3 55	4 20	90	8 48	122 47
31	1 46	1 36	1 36	3 36	12 75	3 75	2 10	30		12 50
32	32	3 97	6 43	7 34	1 65	4 50	2 10	1 60	23 04	123 50
33	3 40	9 13	6 75	19 81	11 45	6 57		2 00	19 67	128 73
34	3 40	4 01	17 34	12 72	15 45	8 54	4 20	2 60	12 82	
35	1 30	2 73	9 32	1 96	10 30	2 95	3 15	1 40	5 26	
36	50	6 89	5 44	12 63	11 86	1 70	4 20	4 40	22 80	
37	1 71	4 20	9 10	7 77	6 25	4 21	1 80	1 70	29 12	230 50
38	3 28	7 06	14 89	4 41	19 20	3 06	12 60	1 02	22 48	
39	4 96	4 01	9 73	7 80	9 50	1 30	4 20	2 50	60 16	25 50
40	3 38	3 64	14 05	2 18	4 71	4 40		1 20	29 85	136 12
41	24	1 34	2 31	1 47	4 56	86		1 22	4 10	
42	1 70	2 69	2 54	5 22	35	50	4 20	1 40	8 04	
43	1 48	4 38	2 97	17 71	2 20	5 27	5 00	56	17 93	270 50
44	32	1 62	8 34	6 10	4 55	70		96	4 25	
45	24	1 65	1 75	97		2 30	1 05	60		
46	90					40		40		
47		60	2 64					40		
48										
49										
50	32	75		49				50	51 88	
51	5 28	73 44	52 75	62 69	20 70	23 63	25 00	10 40	15 10	



**DISTRIBUTION OF EXPENDITURES**  
(Continued)

No.	Glass	Chem- icals	Appar- atus	Rent	Furniture	Books	Total
1	\$ 1 85	\$	\$	\$	\$ 30 20	\$ 70	\$ 801 88
2	2 63						1,071 68
3	75					1 75	1,828 03
4	1 60				28 45	2 79	3,775 45
5	3 80				30 88	31 85	7,839 67
6	2 15				76 25	8 28	7,262 94
7	1 62			60 00	81 59		4,162 31
8	1 85				77 58		4,494 21
9	6 55				199 00	25 95	12,197 50
10	12 40				35 34		10,217 23
11	2 60						8,533 90
12					17 10	5 60	1,441 55
13	2 15				179 15	8 80	7,713 64
14	1 30				8 20	12 41	1,056 78
15	3 20				74 53	44 85	3,888 73
16	1 80				69 99	8 25	7,963 90
17	1 30				10 95		4,995 23
18							7,275 91
19	3 20			210 00	173 69	11 70	15,122 80
20	2 25					18 20	8,056 48
21					194 26	26 08	1,780 69
22	1 90				5 00	12 68	4,369 55
23	1 70				253 25	32 86	4,344 16
24	2 30					13 93	8,767 46
25	4 15				16 05	22 84	8,907 01
26					313 55	40 33	2,849 49
27	2 20			400 00	40 00	12 59	11,462 51
28					191 18	90 81	4,141 31
29	4 20				188 77	22 54	8,911 54
30	1 80						3,907 81
31	1 65				68 32	7 40	2,007 47
32	4 25						4,147 58
33	3 25				223 25		11,551 89
34					292 68	63 89	5,396 39
35					205 62	24 57	2,452 02
36	2 85				190 20	11 90	10,069 66
37	2 38				21 75		8,637 56
38	5 25				67 55		5,315 25
39	2 85				177 33	49 50	10,010 71
40	1 90				69 51		4,862 64
41	95						4,044 05
42					156 28	28 83	1,654 88
43	3 85				10 47	17 04	8,852 09
44	1 65				1 95	16 30	3,685 64
45				6 50	1 55		785 01
46				6 50			1,264 50
47				6 50			968 99
48							366 50
49							682 30
50							1,093 00
51	16 55	375 39	567 08		976 32	113 86	33,656 73
	118 63	375 39	567 08	689 50	4,757 74	789 08	300,681 65

ITEMIZED EXPENDITURES FOR SALARIES

Total amount paid Kindergarten Teachers per month.....	\$ 2,674 66
“ “ “ High School “ “ “ .....	2,043 35
“ “ “ Primary and Grammar Grade Teachers per month.....	19,038 18
Total amount paid Janitors per month.....	1,650 15
Average annual salary of Janitors, 1 room buildings .....	100 00
“ “ “ “ “ 2 “ “ .....	150 00
“ “ “ “ “ 4 “ “ .....	250 00
“ “ “ “ “ 5 “ “ .....	300 00
“ “ “ “ “ 8 “ “ .....	450 00
“ “ “ “ “ 9 “ “ .....	500 00
“ “ “ “ “ 12 “ “ .....	650 00
“ “ “ “ “ High School.....	1,100 00
Cost per room for Janitor's services.....	50 00
Average annual salary paid Principals of 2 room buildings	860 00
“ “ “ “ “ “ 4 “ “ .....	900 00
“ “ “ “ “ “ 8 “ “ .....	1,080 00
“ “ “ “ “ “ 12 “ “ .....	1,350 00
Annual salary Principal of High School.....	2,000 00
Average annual salary paid Heads of Departments in High School.....	1,365 00
Average annual salary paid Teachers in High School.....	975 00
Average annual salary paid special Teachers in High School	652 50
Average annual salary paid Primary and Grammar Grade Teachers, including Principals.....	752 50
Average annual salary paid Special Teachers.....	975 00
Minimum Salary paid Primary and Grammar Grade Teach- ers per month.....	70 00
Minimum salary paid Principals in Primary and Grammar Grade Department per month.....	80 00
Minimum salary paid Teachers in High School, per month	100 00
Maximum salary paid Teachers in High School.....	140 00
“ “ “ Principals in Primary and Grammar Grade Department, per month.....	140 00
Maximum salary paid Teachers in Primary and Grammar Grade Department, per month.....	77 50
Total amount paid for Teachers' salaries in Kindergarten, Primary and Grammar Grade Department, 1895-6	232,823 65
Total amount paid for High School Teachers' salaries, 1895-6.....	28,059 00
Amount paid for salary of Superintendent and Deputy.....	5,100 00

**COMPARATIVE COST**

Total cost per pupil estimated upon:

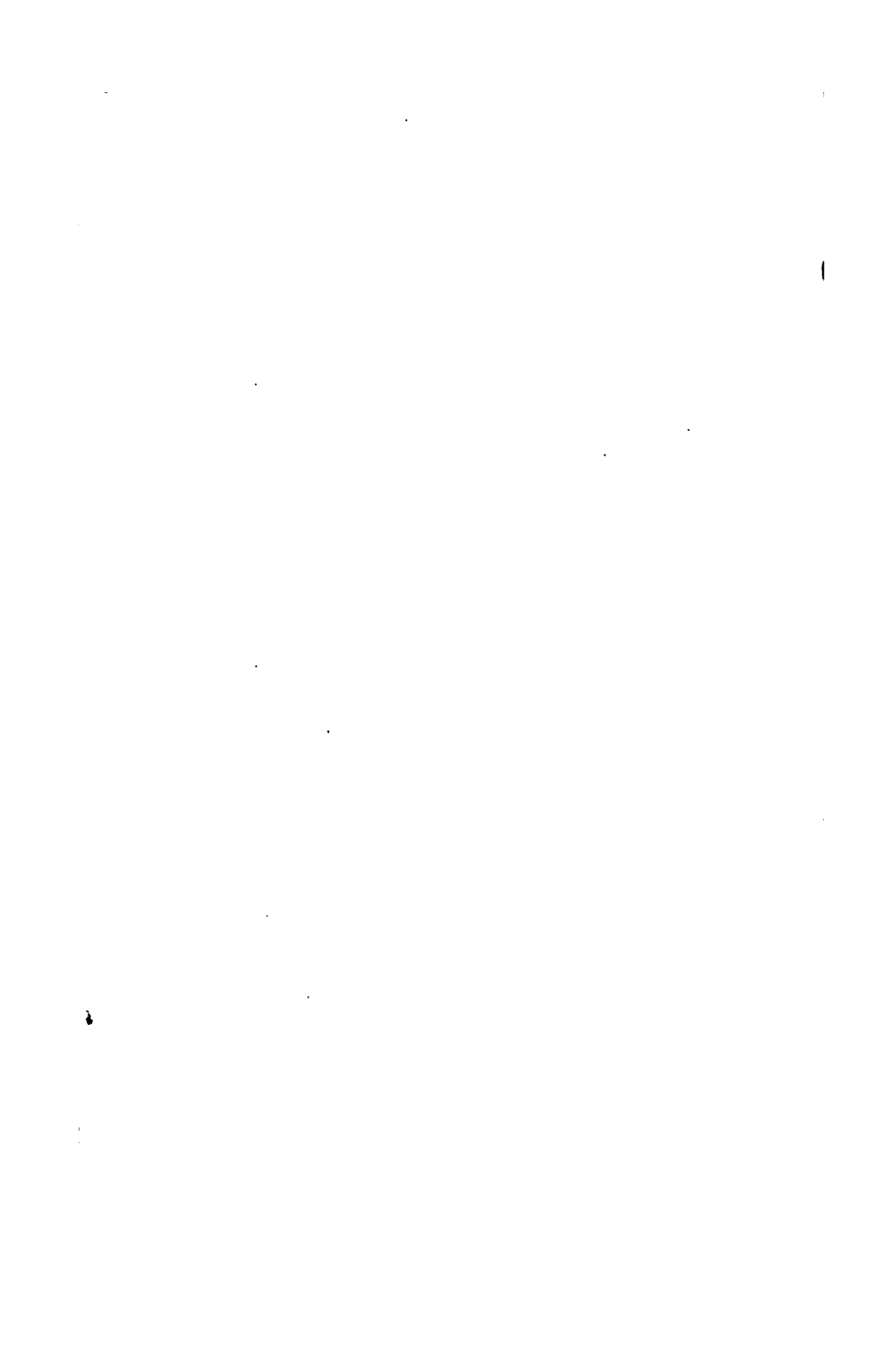
	1891	1892	1893	1894	1895	1896
The School Census.....	\$16 27	\$13 63	\$16 05	\$13 05	\$14 97	\$15 32
Number Enrolled.....	19 68	17 59	19 09	19 00	18 10	19 23
Average Daily Attend'nc	26 88	23 64	26 86	26 00	24 81	26 85

Cost for tuition alone estimated upon:

	1891	1892	1893	1894	1895	1896
The School Census.....	\$14 12	\$12 52	\$13 15	\$11 25	\$12 02	\$12 61
" Number Enrolled...	17 07	15 89	15 65	16 38	14 54	15 83
Average Daily Attend'nc	21 83	20 60	22 01	22 42	19 93	22 11

**SALARY SCHEDULE FOR 1896-7**

City Superintendent of Schools.....	\$ 250 00
Deputy Superintendent of Schools.....	175 00
Superintendent's Clerk.....	100 00
Secretary Board of Education.....	100 00
Principal of the High School.....	200 00
Vice-Principal of the High School.....	140 00
Principal of Mathematical Department in High School.....	140 00
" " Natural Science " " " " .....	140 00
" " Classical " " " " .....	140 00
" " Commerical " " " " .....	140 00
All other regular Teachers in the High School.....	100 00
Primary and Grammar Grade teaching half-day schools.....	70 00
Primary and Grammar Grade teaching all of each school day....	77 50
Principals of twelve room buildings.....	140 00
" " ten " " .....	120 00
" " eight " " .....	120 00
" " seven " " .....	115 00
" " six " " .....	110 00
" " five " " .....	105 00
" " four " " .....	100 00
" " two " " .....	85 00
" " one " " .....	80 00





*CUSTER STREET SCHOOL BUILDING*

# SECRETARY'S REPORT

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Kindergarten Directors.....	60 00
Kindergarten Assistants.....	40 00

## SPECIAL TEACHERS.

Principal of Manual Training.....	140 00
"    "    Calisthenics.....	120 00
"    "    Drawing.....	130 00
Assistant Teacher of Drawing.....	100 00
Teacher of Spanish in High School.....	70 00
"    "    German "    "    "    .....	70 00
Principal of Night School.....	50 00
Teacher of Night School.....	40 00

## JANITORS.

Superintendent of Buildings and feed of one horse.....	110 00
Deputy "    "    "    "    "    "    "    "    .....	90 00
Janitor of High School.....	125 00
"    "    Spring Street School.....	75 00
"    "    twelve room buildings.....	65 00
"    "    ten "    "    .....	55 00
"    "    nine "    "    .....	50 00
"    "    eight "    "    .....	45 00
"    "    four "    "    .....	25 00
"    "    five "    "    .....	30 00
"    "    two "    "    .....	15 00
"    "    one "    "    .....	10 00

## COMPARISON OF SALARIES FOR 10 YEARS

YEAR.	Monthly Salary of Teachers.	Monthly Salary Paid Male Teachers.	Monthly Salary Paid Female Teachers	Monthly Salary Paid High School Teachers, Male.	Monthly Salary Paid High School Teachers Female.
1887	7,565 00	105 00	85 00		
1888	10,560 00	106 11	82 80		
1889	13,820 00	103 00	90 71		
1890	14,769 00	100 00	91 75		
1891	16,825 00	97 27	92 67		
1892	16,570 00	86 00	80 45		
1893	17,275 00	93 65	74 65	103 33	110 00
1894	18,317 00	85 38	77 09	132 50	120 00
1895	18,285 00	105 00	64 13	131 13	109 00
1896	28,185 75	93 81	76 73	129 05	103 64

## CENSUS STATISTICS—SCHOOL CENSUS BY WARDS

WARDS	NUMBER OF NAMES	Number of White children between 5 and 17 years of age.		Number of Negro children between 5 and 17 years of age.		Number of Indian children between 5 and 17 years of age whose parents or guardians pay taxes or do not live in tribal relation or on Gov- ernment Reservations, and Chinese			Grand Total	Increase	Decrease
		BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS			
1894-5 1st Ward	1209	864	899	1763	5	6	11				
" " 2nd "	1903	1370	1425	2795	32	27	59				
" " 3d "	"	1267	815	1690				1	2		
" " 4th "	1513	1032	1063	2095	7	5	12		1		
" " 5th "	631	463	506	969	7	5	12				
" " 6th "	1193	811	825	1636	19	25	44				
" " 7th "	1597	1044	1077	2121	61	79	140		3		
" " 8th "	945	913	924	1837	3	7	10	12	21		
" " 9th "	836	689	1021	1710	6	6	12		33		
Total.....	11094	7998	8618	16616	140	160	300	13	27		
1895-6 1st Ward	1297	971	1002	1973	11	13	24			223	
" " 2nd "	1918	1395	1514	2909	32	22	54	1	1	109	
" " 3d "	1185	823	823	1646	5	5	10	1	2		
" " 4th "	1643	1119	1158	2277	4	4	8			178	
" " 5th "	712	498	575	1073	1	3	4			96	
" " 6th "	1567	1165	1202	2367	20	26	46			733	
" " 7th "	1864	1214	1199	2413	71	86	157		2	308	
" " 8th "	1263	908	903	1811	7	10	17	18	17		
" " 9th "	812	738	1101	1839	13	9	22			139	
Cahuenga District.	22	18	19	37							
Rosedale "	897	665	685	1350	2		2	1	1		
LaDow "	9	7	5	12							
Harmony "	49	51	57	108	1	1	2				
West Vernon "	170	124	144	268		6	6				
Vernon "	124	103	99	202							
Total.....	13563	9799	10486	20284	167	185	352	21	22	3723	50

SCHOOL CENSUS BY WARDS  
(Continued)

WARDS	Total Number of Census children between 5 and 17 years of age.	NUMBER OF CHILDREN UNDER FIVE YEARS OF AGE.				Number of Children between 5 and 17 years who have attended public schools at any time during the school year.	Number of Children between 5 and 17 years who have attended only private schools at any time during the school year.	Number of Children between 5 and 17 years who have not attended school at any time during the school year.	NATIVITY OF CHILDREN		
		White	Negro	Mongolian	Total				Native Born.	Foreign Born.	Total
1894 5 1st Ward	1774	814	7		821	1574	60	140	2506	89	2595
" " 2nd "	2856	980	21	3	984	2508	51	296	3747	93	3840
" " 3d "	1692	520	2	5	527	1528	27	137	2194	25	2219
" " 4th "	2107	682	13		695	1853	100	154	2793	9	2802
" " 5th "	981	275	2		277	778	114	89	1251	7	1258
" " 6th "	1680	808	16		824	1397	107	176	2431	73	2504
" " 7th "	2264	844	69	3	916	1833	70	361	3143	37	3180
" " 8th "	1880	795	14	21	830	1598	55	227	2642	68	2710
" " 9th "	1722	555	6		561	1132	406	184	2257	28	2283
Total.....	16956	6253	150	32	6435	14202	990	1764	22984	427	23391



(Continuation of the above Table)

	1987	821	8	829	1712	97	188	2767	59	2826
1895 6 1st Ward	2065	985	24	989	2620	53	292	3855	99	3954
" " 2d "	1659	402	4	412	1492	20	147	2053	18	2071
" " 3d "	2295	805	3	808	1973	132	180	3088	5	3093
" " 4th "	1077	309	2	311	872	87	118	1373	15	1388
" " 5th "	2413	971	7	978	2303	28	82	3390	1	3391
" " 6th "	2572	1069	78	1150	2162	70	340	3702	21	3722
" " 7th "	1843	776	2	805	1664	66	133	2610	58	2668
" " 8th "	1881	679	18	697	1280	411	170	2529	29	2558
" " 9th "	37	12	12	12	25	4	8	48	1	49
Cahuenga Dist.	1353	540	11	553	1105	74	174	1839	67	1906
Rosdale "	12	3	2	3	12	17	17	15	2	15
LaDow "	110	30	2	32	93	3	43	140	2	142
Harmony "	274	94	2	96	228	3	26	362	8	370
West Vernon "	202	91		91	169	7		282	11	293
Total.....	20679	7565	161	7764	17710	1052	1918	28053	393	28446

STATEMENT OF SCHOOL CENSUS FOR TEN YEARS

	Number of White children between 5 and 17 years of age.		Number of Negro children.		Number of Indian children		Number of Chinese children		Total number of Census children between 5 and 17 years of age.		Increase.		Number of children under 5 years of age.		Number of children between 5 and 17 years of age who have attended public schools at any time during the school year.		Number of children between 5 and 17 years of age who have attended only private schools at any time during the school year.		Number of children between 5 and 17 years of age who have not attended school at any time during the school year.	
1887	7,384	62							7,457	1,417	3,492	4,874					934		1,649	
1888	10,360	261	3						10,692	3,235	3,372	5,100					1,050		4,573	
1889	10,591	186	1						10,768	94	5,061	7,191					1,529		2,156	
1890	10,605	244	1						10,867	81	4,856	7,266					1,436		2,165	
1891	10,843	219	3						11,084	217	4,907	8,115					1,197		1,772	
1892	11,605	204	2						11,830	746	5,036	9,409					818		1,603	
1893	12,813	252							13,089	1,259	5,356	10,336					897		1,856	
1894	14,334	330							14,743	1,654	5,980	11,690					1,077		1,980	
1895	16,616	300	1	39					16,956	2,213	6,435	14,202					990		1,764	
1896	20,284	352	1	42					20,679	3,723	7,764	16,475					1,052		3,594	

POPULATION

Population of the City of Los Angeles, Census of 1880.....	11,183
Population of the City of Los Angeles, Census of 1890.....	50,395
Increase in ten years.....	39,212
School Census in 1886.....	6,040
School Census in 1896.....	20,679
Increase for ten years.....	14,639
Population of City, Census of 1890.....	50,395
Estimated Population in 1896.....	100,000
Increase for six years.....	49,605



# SECRETARY'S REPORT

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Cambria Street.....	9,276 5	533	66	87	73	160	134	127	93
Tenth Street.....	37,282 5	1,732 5	138	301	254	555	210	200	96
Sentous Street.....	27,630	1,406	193	243	209	452	311	298	94
Sixteenth Street.....	81,906	4,315 5	419	365	427	792	463	441	93
Seventeenth Street.....	69,145	3,960	520	336	312	648	393	372	94
Norwood Street.....	14,215	938	141	129	92	221	163	153	94
Thirtieth Street.....	83,580	5,389	544	554	609	1,163	478	449	94
Twenty-eighth Street.....	32,024 5	1,826	213	275	278	553	464	439	95
San Pedro Street.....	71,866 5	3,335	343	356	376	732	404	386	95
Staunton Ave.....	28,860	1,402	118	114	94	208	163	155	95
Santa Fe Ave.....	11,231 5	469 5	21	51	42	93	64	61	96
Seventh Street.....	33,473 5	1,939 5	257	118	114	232	190	180	95
Ninth Street.....	97,662	6,135 5	458	626	721	1,347	557	526	94
Sixth Street.....	40,023	1,970 5	328	333	357	690	451	430	95
Boyd Street.....	16,357 5	767	104	34	32	66	185	176	95
Hewitt Street.....	68,770 5	3,297 5	335	359	443	802	388	370	95
Amelia Street.....	65,917 5	4,353	497	363	409	772	378	354	94
New Macy Street.....	37,111	3,383	277	289	216	475	223	200	90
Ann Street.....	69,272 5	4,544 5	278	403	408	811	396	372	93
Macy Street.....	35,450	1,953	255	201	206	407	201	191	95
Cornwell Street.....	22,413	1,186	159	137	102	239	127	121	94
Second Street.....	11,569 5	792 5	83	89	102	191	169	158	94
Breed Street.....	63,316 5	3,768 5	229	361	376	737	387	367	95
First Street.....	26,606	1,553	157	133	120	253	151	143	94
High School.....	135,456 5	6,660	2,252	400	490	890	764	729	95
Night School.....	8,332	1,402	167	145	480	145	52	45	86
Rosedale.....	101,653	6,463 5	716	433	480	913	623	591	95
Harmony.....	11,853 5	6,465 5	70	46	46	92	72	68	95
West Vernon.....	23,359 5	1,458 5	126	98	120	218	145	134	94
Vernon.....	6,442 5	416 0	254	26	23	49	41	38	94
Total.....	2,121,702 0	124,744	14,331	8,161	8,558	16,719	12,625	11,798	95

### ENROLLMENT AND ATTENDANCE FOR 10 YEARS.

Year	Enrollment	Increase	Average daily attendance	Increase
1886-7.....	5,448.....	768.....	3,303.....	227
1887-8.....	7,336.....	1,888.....	4,489.....	1,186
1888-9.....	8,128.....	792.....	5,784.....	1,275
1889-90.....	8,288.....	160.....	5,825.....	161
1890-1.....	8,744.....	456.....	6,506.....	681
1891-2.....	9,704.....	960.....	6,978.....	472
1892-3.....	10,998.....	1,294.....	7,818.....	840
1893-4.....	12,191.....	1,193.....	8,908.....	1,090
1894-5.....	14,020.....	1,829.....	10,227.....	1,319
1895-6.....	16,475.....	2,455.....	11,798.....	1,571

### NUMBER OF TEACHERS EMPLOYED 1895-6

Number of Male Teachers.....	49
Number of Female Teachers.....	328
Total number of Teachers.....	377
Number of Male Teachers in High School.....	7
Number of Female Teachers in High School.....	12
Number of Male Principals in Primary and Grammar Grade Department .....	21
Number of Female Principals in Primary and Grammar Grade Department .....	27
Number of Male Teachers in Primary and Grammar Grade Department.....	40
Number of Female Teachers in Primary and Grammar Grade Department .....	255
Number of Kindergarten Directors.....	27
Number of Kindergarten Assistants.....	31
Number of Drawing Teachers.....	3
Number of Calisthenic Teachers.....	1
Number of Writing Teachers.....	1
Number of Half-Day Teachers.....	4
Number of Night School Teachers.....	2

NUMBER OF TEACHERS EMPLOYED FOR TEN YEARS

	Male	Female	Total
In 1887.....	8	77	85
" 1888.....	9	116	125
" 1889.....	10	141	151
" 1890.....	10	150	160
" 1891.....	11	170	181
" 1892.....	15	197	212
" 1893.....	11	239	250
" 1894.....	21	231	252
" 1895.....	39	251	290
" 1896.....	49	328	377
Increase in Male Teachers since 1886.....			40
Increase in Female Teachers since 1886.....			261
Total increase since 1886.....			301

MISCELLANEOUS

Number of Brick Buildings.....	3
" " Wooden Buildings.....	51
" " Rooms rented for School purposes.....	3
" " Primary Classes.....	230
" " Grammar Grade Classes.....	83
" " High School Classes.....	32
" " Months Primary and Grammar Schools have been maintained.....	9½
" " Months High School has been maintained.....	9½
" " Days the Schools have been maintained.....	186
" " Janitors employed.....	51
Total seating capacity of Schools .....	14,527

## PROPERTY STATISTICS

## NAMES AND LOCATIONS OF BUILDINGS AND ESTIMATED VALUE

Number	NAME OF SITE	LOCATION	Size of Lot	Value of Lot	Value of Buildings	Furniture, Apparatus and Library	Total Value	Amount of Insurance	Date of Rec-tion of Buildings
1	Highland Park.	Highland Park, near Ash Street.	280x189	\$ 2,000	\$ 4,500	\$ 300	\$ 6,800	\$2,300	1884
2	Arroyo Street.	Arroyo and Cypress Streets.	150x180	1,000	1,500	200	2,700	2,200	1890
3	Swain Street.	Swain Street and N. Griffin Avenue.	178x199	3,000	3,000	200	6,200	2,000	1888
4	Truman Street.	Truman and Humboldt Streets.	75x157	900	None	None	900		1888
5	Chestnut Street.	Chestnut Street, near Pasadena Avenue.	300x165	4,500	6,500	1,000	12,000	4,500	1888
6	Hellman Street.	Hellman Street, near Pasadena Avenue.	2 1/2 acre	6,500	12,000	2,000	20,500	9,000	1888
7	Pritchard Street.	Pritchard and Flora Streets.	200x150	1,000	None	None	1,000		1888
8	Gates Street.	Gates Street, near Hawkins Street.	120x330	4,000	18,600	1,800	24,200	10,000	1888
9	Griffin Avenue.	Griffin Avenue, near Darwin Street.	165x330	6,200	13,600	2,000	21,800	9,750	1888
10	Haves Street.	Haves and Albion Streets.	200x165	2,700	11,200	600	14,500	7,800	1882
11	Castelar Street.	Castelar and College Streets.	200x247	13,000	19,300	2,600	34,900	11,800	1872
12	Sand Street.	Sand Street, near Castelar Street.	153x219	18,000	19,000	2,300	39,300	8,500	1882
13	Alpine Street.	Alpine and Centennial Streets.	131x200	4,500	16,000	1,500	22,000	9,500	1886
14	Custer Street.	Custer and Temple Streets.	156x160	3,000	15,200	1,200	19,400	10,000	1886
15	Temple Street.	Temple Street, near Edgeware Road.	155x199	7,500	14,000	2,000	23,500	6,500	1888
16	Grafton Street.	Grafton Street, north of Temple Street.	120x120	500	3,000	200	3,700	2,200	1888
17	Casco Street.	Casco and Temple Streets.	197x150	2,400	8,200	550	11,150	5,000	1880
18	Alvarado Street.	Alvarado and First Streets.	125x200	4,000	None	None	4,000		1880
19	Union Avenue.	Union Avenue, near First Street.	180x280	8,600	20,200	1,600	30,400	11,000	1880
20	Fremont Ave.	Fremont Avenue, near W. Second Street.	180x165	5,500	9,500	1,000	16,000	4,000	1882
21	Pearl Street.	Pearl Street, near W. Fourth Street.	120x165	6,000	100	50	6,150		1884
22	Olive Street.	Olive, near Fourth Streets.	124x166	12,400	18,500	1,500	32,400	12,000	1884
23	Spring Street.	Spring Street, near Sixth Street.	120x330	120,000	40,000	2,500	162,500	28,000	1884
24	Eighth Street.	Eighth Street and Grand Avenue.	240x165	20,000	12,000	2,200	34,200	5,500	1887

# SECRETARY'S REPORT

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25	Cambria Street	Cambria and Vernon Sts.	200x127	4,700	13,300	1,100	19,100	8,000	1886
26	Tenth Street	Tenth Street, near Vernon Street	188x138	3,500	6,500	1,000	11,000	6,500	1888
27	Sentous Street	Sentous and Pico Sts.	250x150	5,500	21,000	1,600	28,100	12,000	1886
28	Sixteenth St.	Sixteenth Street, near Hill Street	150x261	9,000	14,000	2,000	25,000	11,000	1880
29	Seventeenth St.	Seventeenth and Georgia Bell Streets	1/4 acre	10,000	15,000	1,500	26,500	11,000	1882
30	Eighteenth St.	Eighteenth near Union Ave.	157x175	3,700	None	None	3,700		.....
31	Norwood Street	Norwood and Twenty-First Sts.	211x146	5,000	16,400	1,500	22,900	10,000	1886
32	Thirtieth Street	Thirtieth Street, near Main Street	143x165	5,000	15,000	2,000	22,000	8,600	1888
33	Twenty-eighth.	San Pedro and Twenty-eighth street	150x250	2,750	16,400	1,500	20,650	10,000	1886
34	San Pedro St.	San Pedro Street, near Washington St.	186x356	5,000	14,300	1,600	20,900	8,000	1888
35	Staunton Ave.	Staunton Ave., near E. Washington St.	160x260	2,000	4,000	500	6,500	2,500	1880
36	Santa Fe Ave.	Santa Fe Avenue and Washington Street	180x200	1,400	2,000	300	3,700	2,000	1883
37	Seventh Street	E. Seventh and Lemon Streets	150x170	3,500	8,500	1,000	13,000	5,000	1882
38	Ninth Street	E. Ninth Street and Stanford Avenue	174x224	6,000	14,500	2,200	22,700	9,000	1880
39	Sixth Street	Sixth Street near Maple Avenue	148x200	9,000	15,200	1,500	25,700	10,000	1886
40	Boyd Street	Boyd Street near San Pedro Street	140x100	4,500	6,700	700	11,900	5,000	1886
41	Hewitt Street	Hewitt Street, near E. First Street	120x240	6,000	14,000	2,200	22,200	6,200	1881
42	Amelia Street	Amelia Street, and Lazard Street	184x150	1,500	12,000	2,000	15,500	5,500	1886
43	New Macy St.	New Macy and Avila Streets	200x216	5,700	18,500	1,200	25,400	11,000	1886
44	Ann Street	Ann and Magdalena Streets	150x200	5,900	21,500	2,600	30,000	10,800	1880
45	Macy Street	Macy Street and Brooklyn Avenue	1/4 acre	5,000	6,500	1,000	12,500	4,750	1888
46	Cornwell Street	Cornwell and Sheridan Streets	162x252	3,000	8,000	750	11,750	5,750	1880
47	Second Street	Second near State Street	205x158	4,500	13,400	1,200	19,100	8,000	1886
48	Breed Street	Breed and Third Streets	180x148	5,000	14,000	2,000	21,000	8,500	1886
49	First Street	E. First and Savannah Streets	185x143	3,000	7,000	500	10,500	7,250	1882
50	Euclid Street	Euclid and E. Second Streets	200x243	2,000	None	None	2,000		.....
51	High School	Castelar Street, near Sand Street	198x232	12,000	70,000	3,000	85,000	41,500	1880
52	Pico Heights	B St. bet. Eleventh and Twelfth Streets	150x300	1,800	7,000	600	9,400	7,500	1885
53	Rosedale	W. Washington and Budlong Streets	2 acres	3,500	10,000	900	14,400	11,000	
5	Harper	Vermont Ave., opp. Twenty-Ninth St.	250x150	3,000	16,000	1,100	20,100	1,200	1885
5	Harmony	New Main St., near Ellis Ave.	1 acre	500	1,500	400	2,400		
5	West Vernon	Vernon Ave., west of Central Ave.	175x300	1,500	10,000	200	11,700	6,000	1888
5	Vernon	Vernon Ave., east of Central Ave.	3.455ac	3,000	1,500	850	5,350	2,000	
	Totals			389,300	687,400	66,450	1,143,150	319,100	.....



## VALUATION OF SCHOOL PROPERTY FOR 10 YEARS

YEAR.	Lots, Build- ings and Furniture	Libraries	Apparatus	Total
1887	\$ 275,000 00	\$ 2,500 00	\$ 2,000 00	\$280,000 00
1888	436,500 00	3,000 00	2,500 00	442,000 00
1889	454,780 00	3,500 00	3,000 00	461,280 00
1890	640,000 00	4,000 00	4,000 00	648,000 00
1891	660,000 00	4,500 00	5,500 00	700,000 00
1892	713,320 00	5,500 00	6,000 00	724,820 00
1893	743,000 00	5,500 00	6,000 00	754,500 00
1894	742,870 00	6,000 00	6,000 00	754,870 00
1895	757,887 77	6,682 89	6,000 00	770,570 66
1896	1,136,250 00	3,500 50	6,900 00	1,143,150 00

## BONDED INDEBTEDNESS

In 1890 bonds to the amount of \$200,000 were voted, issued and sold for the purpose of building the High School and the purchase of sites and erection of other school houses.

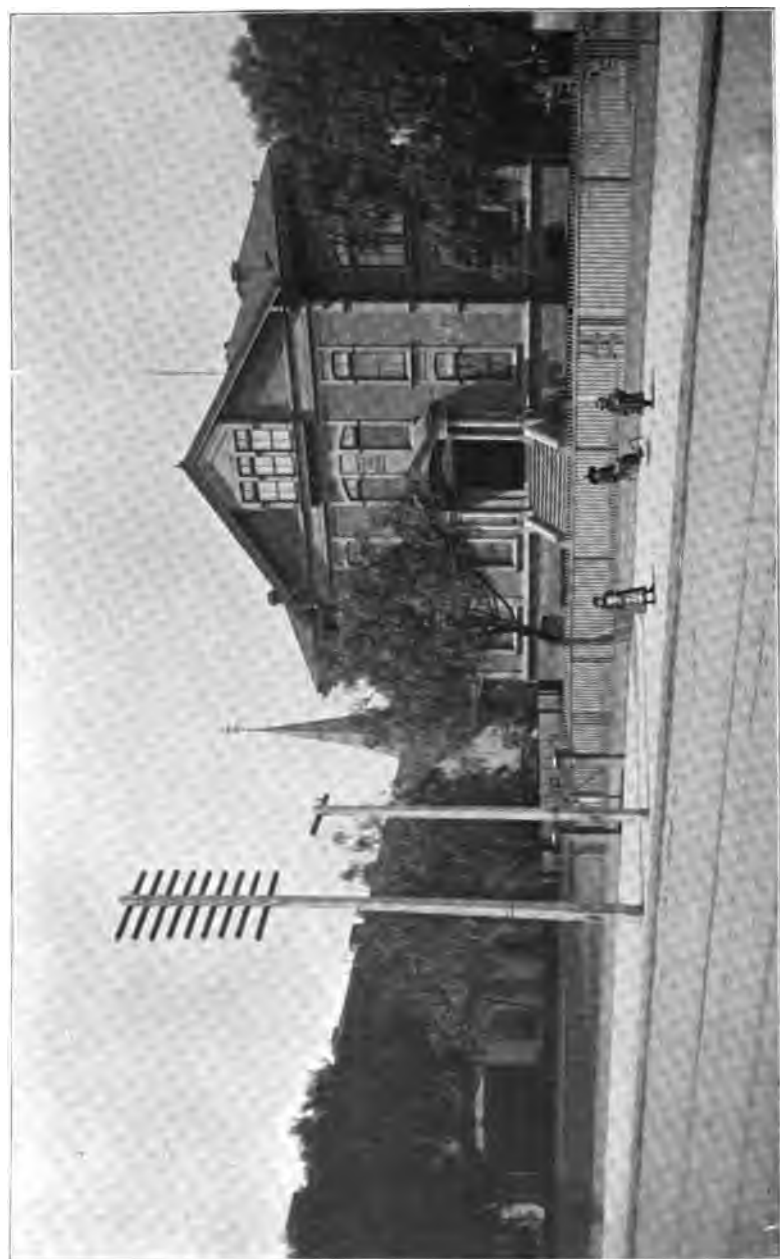
The \$200,000 bonds bear 5 per cent. interest, and are of the 20-year series. There are still \$140,000 of them outstanding; but another \$10,000 will be paid in October, 1896.

In July, 1895, bonds for \$306,000 were issued for the purchase of sites and the building of 126 new rooms. These bonds bear  $4\frac{1}{2}$  per cent. interest and sold for \$20,000 premium, and are of the 40-year series. \$298,350 now outstanding.

In the newly annexed portions of the City the following bonds are outstanding:

Rosedale	\$ 8,000	at 8 per cent.	issued 1887	and running 10 years.
	3,600	" " " "	" 1888	" " " "
	3,000	" " " "	" 1889	" " " "
	22,400	" 7 " "	" 1894	" " " "
West Vernon	6,000	" 8 " "	" 1889	" " " "





*SPRING STREET SCHOOL BUILDING*

## SCHOOL SITES

Owned by the Board of Education of the City of Los Angeles, Cal.

*Highland Park Site.*—Acquired by annexation Oct. 18, 1895. Being lots 5, 6 and 7 and part of lots 1 and 3, Block 23, Highland Park Tract. Size 174 ft. on Monte Vista st., 280 ft. on Central ave., and 204 ft. on Ash st.

*Arroyo Seco Ave. Site.*—Donated to the Board of Education by A. H. Judson in 1884, deed given June 18, 1896. Size: 150 feet on Arroyo Seco ave.; 150 feet on Cypress st. Part of lot 36, Hunter Highland View Tract.

*Swain Street Site.*—Bought November 8th, 1889, for \$3000.00. Being lots 1, 2, 3, 4, and part of 5 re-subdivision of lots 3, 4, 5, 6, Block A, and 3, 4, 5, 6, Block B, Smith and Swain's division of Hawthorn Tract. Size: 178 ft. on Griffin ave. (East); 199 ft. on Swain st. (North); 168.23 ft. on Alley (West);—ft. on South.

*Truman Street Site.*—Donated May 12th, 1884, by E. M. Hamilton for \$1. Being lots 15 and 16, Block 2, Hamilton Tract. Size: 75.7 ft on Truman st., 157.4 ft. on Humboldt st.; 103.25 ft. on Alley; 155 ft. on N. W. side.

*Chestnut Street Site.*—Deeded by City to Board of Education, Sept. 1, 1896. Being lots 2, 3, 4, 5, 6 and 24, Block "F", Arroyo Seco Lands of City of Los Angeles. Size: 300 ft. on Chestnut st., by 165 ft. deep.

*Hellman Street Site.*—Bought February 2nd, 1878 from J. S. Griffin, John G. Downey and H. M. Johnson for \$1, and on condition that a school house costing not less than \$2000 be erected thereon, and that pepper trees be kept growing on the sidewalks. Being triangular block D, East Los Angeles. Size: 330 ft. on Lecouvreur st.; 370 ft. on Hellman st.; and 165.50 on Hoff st., now Pasadena ave.

*Pritchard Street Site.*—Bought October 26th, 1889, for \$1000. Being lots 1, 2, 3, 4, Block N, Elia Hills Tract. Size: 200 ft. on Pritchard st. and 150 ft. on Flora st.

*Gates Street Site.*—Bought October 19th, 1889, from J. E. Yoakum for \$4,000. Being lots 6, 7, 8, 9, Block 2, Vignes Tract. Size: 120 ft. each on Thomas and Gates sts., and 330 ft. deep, 15-foot alley on the South.

*Griffin Avenue Site.*—Bought July 1st, 1882, by the City from Pioneer Building Lot Association for \$1, on condition that a school house be built and a school be maintained by the City. Being lots 7, 8, 9, 17, 18, 19, Block 1, of said Pioneer Building Lot Association Tract, John Milner, president, and Joseph Kurtz, secretary. Size: 165 ft. each on Griffin ave., and Sichel st., and 330 ft. deep.

*Hayes Street Site.*—Bought October 20th, 1891, for \$2,700. Being lots 1, 4, 5 and 8, Block 8, Chavez Tract. Size: 200 ft. on Hayes st. and 165 on Albion st.

*Castelar Street Site.*—Being lot 4, Block 38, deeded by City to Board of Education July 23, 1896; and lot 5 and 82,  $\frac{1}{2}$  ft. of lot 10, Block 38, deeded Sept. 1, 1896. Size: 200 ft. on Castelar st., by 247 $\frac{1}{2}$  ft. on College st. Also lot 8, Block 38. Size: 120 ft. on Yale st. by 165 ft. deep.

*Sand Street Site.*—Bought August 31, 1885, for \$2100. Being lots 1, 2 and 3, Block H, Fort Hill Tract. Size: 153.56 ft. on Sand st. by an average depth of 219 ft. (226 ft. on E. and 211.7 ft. on W.)

*Alpine Street Site.*—Bought November 9, 1889, for \$4500. Being lots 10, 11, 12, 13, 14, 15, Block 9, Beaudry Tract No. 2. Size: 200.50 ft. on Ocean View st. by 131.30 on Virgin or Alpine st., and 128.40 ft. on Deep Water st.

*Custer Street Site.*—Deeded by the City, July 23, 1896. Being lots 1, 2, 3, Park Tract. Size: 156 ft. on Temple by 168.16 ft. on Custer st. 125 ft. deep on West side and 150 ft. deep on North side. Cost \$3,500

*Temple Street Site.*—Bought November 10, 1884, for \$800. Being lots 12, 13, Block 2, Ocean View Tract No. 1. Size: 103.40 ft. on Temple st. by 205 ft. deep. Also bought February 5, 1886, for \$600. Being lot 11, Block 2, Ocean View Tract No. 1. Size: 51.70 ft. by 180.70 ft. Total size: 155.10 ft. on Temple st. by an average depth of 199 ft. (217.60 ft. deep on E. and 180.70 ft. on W.)

*Grafton Street Site.*—Bought July 3, 1888, from P. M. Scott for \$1. Being lots 36, 37 and 38, Block 1, P. M. Scott Tract. Size: 120 ft. on Grafton st. by 120 ft. deep.

*Casco Street Site.*—Bought June 17, 1890, for \$2400. Being part of lot 17, and all of lots 18, 19, 20, Block 5, Hutchinson Tract. Size: 197 ft. on Temple st. and 150 ft. on Casco st.

*Alvarado Street Site.*—Bought December 30, 1887, for \$6000. Being lots 1, 2, 3, 4, Block 6, Hays Tract. Size: 125 ft. on First st. by 200 ft. deep on Alvarado and Newhall sts.

*Union Avenue Site.*—Bought December 2, 1889, for \$4900. Being lots 13, 15 and 17, Block B, Colina Park Tract; also lots 12, 14 and 16, Block B, Colina Park Tract, purchased by City for \$3700 and deeded to Board of Education July 23, 1896. Size 180 ft. on Union and Burlington aves. by 280 ft. deep.

*Fremont Avenue Site.*—Bought November 25, 1889, for \$5,500 Being lots 15, 16, 17, Block 7, Woolen Mills Tract. Size: 180 ft. on Fremont ave. by 165 ft. deep.

*Pearl Street Site.*—Bought June 17, 1875, for \$1000. Being lots 7, 8, Block 12, Reservoir Lands. Size: 120 ft. on Pearl st. by 165 ft. deep.

*Olive Street Site.*—Deeded by City to Board of Education July 23, 1896. Being lot 7, Block 107, Bellevue Terrace Tract; and lot 1, Block N, Mott Tract. Size: 124 ft. on Olive st. by 165 ft. deep. Cost \$12,000.

*Spring Street Site.*—Bought June 7, 1883, for \$12,500. Being lots 2 and 7, Block 13, Ord's Survey. Size: 120 ft. on Spring st. and Broadway by 330 ft. deep.

*Eighth Street Site.*—Donated June 1, 1875, by Jacob Weixel. No consideration. Being lots 1 and 2, block 28, Ord's Survey. Size: 240 ft. on Grand ave. by 165 ft. deep.

*Cambria Street Site.*—Deeded by City July 23, 1896. Being lots 1, 3, 5, and East 20 ft. of lot 7, block 11, Fairmount Tract. Size: 200 ft. on Cambria st. by 127 on Vernon st. to 16 ft. alley. Cost \$5,000

*Tenth Street Site.*—Bought for \$4800. Being lots 1, 2, 3, 4, block G, Fitzgerald Tract. Size: 188.84 ft. on Tenth st. by 138 ft. deep; 12 ft. alley on S.

*Sentous Street Site.*—Deeded by City to Board of Education July 23, 1896. Being lots 1, 2, 3, 12, 13 and 14, block 1, Sentous Tract. Size: 250 ft. on Sentous st. by 150 on Pico st., and 150 on Girard st. Cost \$6,500.

*Sixteenth Street Site.*—Bought December 18, 1882, for \$1100. Being lots 6, 7, 8, 9, 10, 11, block K, Morris Vineyard Subdivision. Size: 150 ft. each on Sixteenth and Seventeenth sts. by 261 ft. deep.

*Seventeenth Street Site.*—Bought September 6, 1875, for \$700. Being lot 3 block 2, Bell's Addition. Size: 1.25 acres.

*Eighteenth Street Site.*—Deeded by City to Board of Education July 23, 1896. Being lots 7 and West  $\frac{1}{2}$  of lot 8, block 2, Los Angeles Homestead Association. Located on South side of Eighteenth st., between Union ave. and Toberman st. Size: 158x175.5 ft. Cost, \$3,500.

*Norwood Street Site.*—Deeded by City to Board of Education July 23, 1896. Being lots 1, 2, 3, 4 and 5, of Subdivision lot 21, of Pierce's Tract, in lot 2, block 17 of Hancock's Survey of the City of Los Angeles. Size: 211.32 ft. on Norwood st. by 146.45 ft. on Twenty-first st. Cost \$4,000

*Thirtieth Street Site.*—Bought December 6, 1887, for \$4500. Being lots 16, 17, 18, Maskell Tract. Size: 143.5 ft. on Thirtieth st. by 164.80 ft. deep.

*Twenty-eighth Street Site.*—Deeded by City to Board of Education July 23, 1896. Being lots 188, 189, 190, 191 and 192, Grider & Dow's Adam st. Tract. Size: 250 ft. on Twenty-eighth st. by 150 ft. on San Pedro st. to 15 ft. alley. Cost \$2,500.

*San Pedro Street Site.*—Nothing can be learned about the south half of this site, which is about 93 ft. front on San Pedro st. and about 355 ft. deep. North half of this site purchased July 22, 1890, for \$2,500. Size: 93.6 ft. front on San Pedro st., 98.05 ft. on rear. South side, 356 ft., north line 553 feet.

*Staunton Avenue Site.*—Bought October 25, 1889, for \$2280. Being lots 81, 82, 131, 132, 133, 142, 143 and 144, block B, Mead and Dalton Tract. Size: 160 ft. by 260 ft.

*Santa Fe Avenue Site.*—Bought on the 19th of December, 1892, for \$1400. Description:—A lot of land on the west side of Santa Fe ave., beginning at a point on the west side of said ave., distant north  $3\frac{1}{2}$ , east 6.53 chains from the intersection of the west line of said ave., with the southern patent boundary line of the city of Los Angeles, as at present recognized, thence north 67, west 200 ft., thence south  $3\frac{1}{2}$ , west 180 ft., thence south 67 east 200 ft., to the west line of Santa Fe ave., and thence along the same north  $3\frac{1}{2}$  east 180 ft. to point of beginning.

*Seventh Street Site.*—Bought October 22, 1884, for \$625. Being 150 ft. on Seventh st. and 170 ft. on Lemon st. of the E. B. Millar Tract.

*Ninth Street Site.*—Bought October 31, 1889, for \$6000. Being lots 11, 19, 20, 21, 22, block B, Denison Tract. Size: 224 ft. on Stanford ave., 174 ft. on Ninth st., and 166.68 ft. at right angles to Stanford ave.

*Sixth Street Site.*—Deeded by City to Board of Education July 23, 1896. Being part of Nordholdt two acres. Size: 148.37 ft. on Sixth st., 300 ft. deep on east line, 292.10 ft. deep on west line and 177.05 ft. wide on south line. Cost \$8,500.

*Boyd Street Site.*—Deeded by City to the Board of Education July 23, 1896. Being lots 17, 18, 19, 20, 21 and 22, Business Center Tract; and from L. Mesmer, April 13, 1896, for east 15 ft., lot 16, Business Center Tract. Size: 165 ft. on Boyd by 100 ft. deep to 10 ft. alley. Cost \$5,100.

*Hewitt Street Site.*—Bought April 24, 1876, for \$570. Being lots 12, 14, 16, block E, Thomas Tract. Size: 120 ft. on Garey st. by 120 ft. deep. Also bought September 20, 1892, from Alex Forbes for \$750.

Being lots 11, 13, 15, block E, Thomas Tract. Size: 120 ft. Hewitt st. by 120 ft. deep. Total size: 120 ft. each on Geary and Hewitt sts., by 240 ft. deep.

*Amelia Street Site.*—Bought August 13, 1885, for \$1,800. Being lots H, I and J, Alanis Vineyard Tract. Size: 138 ft. on Amelia st. by 150 ft. deep. Also bought November 25, 1887, for \$2400. Being lot K, Alanis Vineyard Tract. Size: 46 ft. on Amelia st. by 150 ft. deep.

*New Macy Street Site.*—Bought June 25th, 1894, for \$3,950. Being lots 1, 2, 3, 4, 5, Macy Tract. Also deeded by City to Board of Education July 23, 1896, enough land in rear of the above to make lot 200 ft. square. Cost \$1,750. Size: 200 ft. by 136 ft., 136 ft. on Avila and 200 ft. on New Macy st.

*Ann Street Site.*—Bought November 25, 1889, for \$6500. Being lots 1, 2, 3, 4, 5 and 6 block 4, Mills' subdivision of Sabichi Tract. Size: 200 ft. on Magdalena st. by 150 ft. each on Ann and Bloom sts.

*Macy Street Site.*—Bought August 14, 1895, for \$400. Being 120 ft. on the West (Arroyo); 165 ft. S. W. (Macy st.); 32 ft. S. E. (Bridge st); 325 ft. S. E. (Bridge st.); 428 ft. N. E. (Brooklyn ave); containing 1.24 acres.

*Cornwell Street Site.*—Bought November 10, 1889, for \$3000. Being lots 9, 10, 11, 12, 13, 14, block A, Soto st. Tract. Size: 252 ft. on Grant ave., and 162 ft. each on Cornwell st. and Laura ave.

*Second Street Site.*—Deeded by the City to the Board of Education July 23, 1896. Being lots 40, 41, 42 and 43, Workman & Hollenbeck Tract. Size: 205 ft. on Second and Third sts. by 158 ft. deep running through from Second to Third sts. Cost \$3,000

*Breed Street Site.*—Given December 8, 1879, by W. H. Workman and wife, in consideration of erection and maintenance of a school. Being lots 2, 4, 6, block B, Boyle Heights Tract, subdivision of lot 6, block 60, Hancock's Survey. Size: 180 ft. on New York ave., by 148 on Breed street.

*First Street Site.*—Bought December 21, 1889, for \$3,000. Being lots 1, 2, 3, 4 of James Kinsella's subdivision of lot 6, block 73, Hancock's Survey of City Donation Lots. Size: 185 ft. on First st., 142.08 ft. on Savannah st., and 143.55 ft. deep opposite Savannah st. on east side lot 4.

*Euclid Street Site.*—Bought December 21, 1889, for \$2 000. Being lot 1 of the Alta Vista Tract. Size: 243.64 ft. on Euclid st., and 200 ft. on Stevenson ave.



*High School Site.*—On Castelar st. Set aside by the City Council for a High School building. Size: 198 ft. on Castelar st., and 232 ft. deep.

*Pico Heights Site.*—Acquired by annexation April 2, 1896. Being lots 7, 8, 9, 18, 19 and 20, block 29, Electric Homestead Association Tract. Size: 150 ft. each on B and C sts. by 300 ft. deep.

*Rosedale School Site.*—Acquired by annexation April 2, 1896. Being two acres on S. W. corner of Budlong avenue and Washington street.

*Harper School Site.*—Acquired by annexation April 2, 1896. Being lots 8, 9, 10, 11 and 12, Plymouth Tract. Size: 250 feet on Vermont avenue by 150 feet deep.

*Harmony School Site.*—Acquired by annexation April 2, 1896. Being one acre in S. W. corner of Helling's 6 acre Tract, on New Main street.  $\frac{1}{4}$  mile south of Ellis street.

*West Vernon School Site.*—Acquired by annexation April 2, 1896. Being lots 9, 10, 11, 20, 21 and 22, block 1, Vernon Tract. Size: 175 ft. on Vernon avenue by 300 ft. on Louis street and 175 ft. on Marion st.

*Vernon School Site.*—Acquired by annexation April 2, 1896. Being 3.455 acres on S. E. corner of Vernon avenue and Evergreen street.







*SENTOUS STREET SCHOOL BUILDING*

## PRESIDENT'S REPORT.



*To the City Board of Education:*

GENTLEMEN: In accordance with the rules and customs of preceding years, I herewith present my second annual report as President of your Board of Education.

Another year has passed into history. It has been an eventful one for Los Angeles in growth of population, municipal extension of territory, and particularly in the expansion and growing importance of our City School system. There has been a steady advance along all lines. Eleven new buildings have been completed and furnished, and nine of the old buildings have been re-modeled and enlarged, and we now have ample accommodations for our school attendance, which has increased materially since our last report, having changed from 14,202 to 16,034. Where we had last year 36 buildings, 227 rooms, 290 teachers and 10,145 seats, we have now 54 buildings, 380 rooms, 377 teachers and 14,527 seats.

Two years ago we had 18 Kindergartens; we now have 27 in operation and plans have been made for an increased number the coming year, as there will necessarily be a larger attendance of children on account of the age limit having been changed from five to four and one-half years.

The valuation of school property has increased from \$770,-570.66 to \$1,146,650.00; and the balance in our treasury from \$30,157.52 to a total of \$64,146.75 after maintaining the schools for nearly ten months, at a daily cost of about \$1,700. While all this is a matter of pride and gratification to your Board, we can see things beyond which would still farther add strength and efficiency to our present excellent school system, and I desire to call attention to some of the more important ones. In my opinion, the time has arrived when the free text book plan, so successfully in vogue in many large cities, should prevail in Los Angeles; I firmly maintain that a public school education,

to be available to all, should be free in every particular, including the use of text books and all the materials necessary to obtain it.

I believe in giving encouragement to the inauguration of a system that will establish the habit of saving up small accumulations, and so like the idea of making use of Savings Banks for children connected with the public schools; the main feature of it is educational, as it inculcates *practical business methods*, awakens laudable aspirations and promotes thrift.

Our school census shows that there are 20,679 children of school age in the city of Los Angeles; of these, 16,034 have been enrolled in the public schools during the past year and 1,052 have attended private schools, leaving 3,593, or over 17 per cent. who have not attended school at all. This is a serious state of affairs, and should receive our careful attention, for the neglected child of to-day becomes the criminal of the future. More attention should be given to our Night Schools, and that particular feature of schooling enlarged upon, as many young people who are anxious for an education but who can not avail themselves of the privileges of the day schools, would attend night schools if they were made more general and efficient in their character. Besides, this policy, if adopted, would have the tendency to cut down the large number of children, as given above, who do not attend any school at all.

I feel gratified to note that some of the suggestions in my last year's report have become established facts; among the more important of these I might mention the Manual Training Department, which will be opened this fall under the direction of a competent and thoroughly trained instructor. This new line of instruction should be adapted to both sexes without distinction, so as to benefit the girl as well as the boy.

I wish also to refer to the Commercial Department, which has been fitted out more completely than heretofore and made a distinct part of the High School course, and hereafter our graduates will receive a more thorough business education.

The policy of this Board has been in the line of Civil Service preferment; and we have carried out also the principle of equal pay for equal work, and make no distinction, as to salary or position, between male or female teachers.

I wish we might also have in view some plan by which to assure the teachers, who devote their lives to the public school service, a competence at the end of their years of active service.

I would suggest the adoption of the following rule: A two-thirds vote of the members of the Board shall be necessary for the adoption of any measure involving the expenditure of money or the creation of a liability. The present rule requiring a two-thirds vote for the allowance of a demand is of little importance, as the demands can be enforced in the courts, if a liability has been incurred, and it is very desirable that more safeguards be adopted to restrict the careless expenditure of the public funds.

As an out going member of this Board, I feel free to suggest that the office of member of the City Board of Education, should be a paid one, as much as that of the City Council, County or State Board of Education, or the Trustees of our State institutions. It is wrong to expect competent and reliable men to give their time to the public service, without compensation, or for the sake of mere honor. I believe that the best public service demands, moreover, that the members of the Board of Education should be selected from a non-partisan standpoint.

As our work together is drawing to a close, it is but fitting that I should express to the members of this Board, my appreciation of their uniform courtesy, and congratulate them upon the record they have made for unswerving fidelity to duty, and their untiring efforts in behalf of the best interests of our public schools. Our meetings have been regularly attended, and all committee work faithfully and promptly performed. Their interest has not stopped here; the majority of this Board are active business men, and not only have they brought their best judgment and experience to bear on the financial problems that have come before them, but they have taken time to visit the schools, and gain personal knowledge of their condition and needs. Our records show that 417 visits have been made by the members of this Board, to the schools during the past year, an average of over two each day for every day taught. The personal knowledge thus gained,

has been of great benefit in planning new lines of work for the coming year, and has been a means of establishing confidence between the schools, the public and the board. The public, also, have become more awake to the interests of the children, and we are glad to find that 15,445 visits were made to the schools, by parents and others interested, during the past year; over 2000 more than has been recorded for any one year in the past.

I cannot close this report without referring to the Superintendent's office, and speak of the highly creditable and satisfactory manner in which Prof. Foshay has conducted the affairs of his office; the ability he has shown in the management of the schools; the courteous treatment he has accorded to all; and the high esteem and confidence in which he is held by the people of Los Angeles.

Deputy Supt. Ennis has also proven himself to be the right man in the right place, and has well sustained the reputation he has earned heretofore, in our city schools as an educator.

In the City Librarian and her able assistants, we have found willing helpers in all educational matters relating to their line of work, and the school department is under obligations to them for the uniform courtesy with which they have responded to all calls for assistance from teachers and pupils.

(ROBERT HALE.)



## SUPERINTENDENT'S REPORT.



### *To the City Board of Education:*

GENTLEMEN: In obedience to the requirements of law the twenty-third annual report of the schools of this city is respectfully submitted.

I am not unmindful of the great responsibility which rests upon a Superintendent of Schools in a rapidly growing city. It is my desire that our schools shall be at the front in all useful lines of education and that we shall build wisely and well the foundations of knowledge for the youth of this city.

With your respect and assistance in the future, as in the past, and the continuance of the able and willing co-operation of Deputy Superintendent and teachers, I am humbly confident of the attainment of a high standard of excellence in the schools under our care.

The past year has been an eventful one. We opened our schools last September with nearly 3000 pupils on half day time, and closed on June 26, 1896, with all on full time except one room in the Seventh Street School and one in the Ninth Street School.

The marvelous growth of the city, the transfer of classes to additional rooms as the rooms were finished, the reception of the schools in the annexed territories brought to us many educational problems difficult to solve. Teachers, pupils and patrons, all accepted the conditions, and helped to make our work as easy as possible.

### NEW BUILDINGS.

For the last few years our department has struggled with the problem of accommodating the children. During this year the school facilities have been greatly increased; and at the



opening of our schools on Sept. 21, 1896, we expect to be able to put all pupils on full day time. During the year 154 rooms have been added as follows:

Gates Street Building, 4 rooms.

Griffin Ave.	"	8	"	in place of 4 rooms sold.
Hayes Street	"	2	"	
Castelar Street	"	4	"	
Sand Street	"	2	"	
Custer Street	"	10	"	
Casco Street	"	2	"	
Union Ave.	"	4	"	
Olive Street	"	12	"	
Cambria St.	"	8	"	
Sentous St.	"	12	"	
Norwood St.	"	10	"	
Twenty-eighth	"	10	"	
San Pedro St.	"	4	"	
Ninth Street	"	1	"	
Sixth Street	"	10	"	
Boyd Street	"	5	"	
Hewitt Street	"	1	"	
New Macy St.	"	8	"	
Ann Street	"	4	"	
Second Street	"	8	"	

#### ANNEXED TERRITORY.

Highland Park School, 2 rooms.

Pico Heights	"	4	"
Rosedale	"	6	"
Harper	"	8	"
Harmony	"	2	"
West Vernon	"	4	"
Vernon	"	3	"

The new buildings are models of convenience and are ornaments to the city. They are fine specimens of architecture, have large halls, are well lighted; and when tastefully adorned will exert an influence to attract the children, and help to impel good behavior and correct work. A commodious pavilion





*NORWOOD STREET SCHOOL BUILDING*

has also been built on the High School grounds. The High School Auditorium has been furnished with modern chairs, making it pleasant for meetings and study.

### TEACHERS.

The training of children should not be placed in the hands of those who are not prepared for their work. Good text books, good library privileges, fine buildings and expensive apparatus are only helps and cannot be a substitute for anything lacking in the teacher. Not every one who is desirous to become a teacher can become one. Dr. Baldwin says that out of one hundred learned scholars only five can teach. They may go through the motions but they cannot teach.

The whole child comes to us to be educated. The ear, the eye, the hand, all must be trained; and only those who are thoroughly trained themselves should be in charge.

The formation of true character is accomplished in connection with necessary, systematic moral training. Morality must be taught by precept and example. The teacher is almost daily called upon to decide questions requiring clear ethical judgment, hence she must have definite principles of ethics for her foundation, and while we believe that every teacher should have moral training, yet the aesthetic is hardly less important. No one has a right to lead children who is not a lady or a gentleman in every sense of the word. Supt. Robinson, of Detroit, says of the teacher: "First, she must value childhood. Until in her soul has been born and nurtured that love and reverence for a child which comes only through a deep conviction of the immense value of any human soul; until, to her, as with Emerson, 'There are no common men,' she has not within her that broad conception of the teacher's work which makes her strong enough in purpose and large enough in heart to do for this class of children. Not until the teacher looks beneath bodily uncleanness and personal unattractiveness, and the unpleasant garb of rude behavior, and even immoral habits, and sees in its nakedness a human soul, with its great possibilities and tremendous inherent value; not until she loves a child because he is a child, and values him because of what he may become,

rather than for what he is, can this problem be rightly solved. She must see in every child the possible ideal capable of growth and development, and, through her faith in this ideal, possess that indefatigable zeal, self-denying spirit, and healthy enthusiasm which characterizes every true teacher. The second characteristic which every teacher must possess is that of force. Teachers must be strong physically. They must deem it their duty to themselves and to their work to keep themselves in a good physical condition. Many a child has been led into disobedience and dishonesty, and even driven from school, by a nervous, peevish, impatient teacher, who, because of her unhealthy physical condition, provokes disorderly conduct and bad behavior. If every teacher of this kind could be removed from and kept out of our schools to-day, much would be done toward the prevention of truancy and incorrigibility."

"He who does not advance goes backward" is quite true and applies to teachers quite as much as to any other class. Only those teachers who are both able and willing to improve should be permitted to remain in the force. The welfare of fifty children is of much more importance than the claims of any one person.

The most important work of the Board of Education is the selection of teachers. Our city being so delightfully situated, possessing so many advantages, and paying fair salaries, we have opportunities to command the best talent in the teaching profession of our country.

Our teachers as a body have done most excellent work, and they are worthy of the confidence and appreciation of the people.

#### TEACHERS' GRADE MEETINGS.

The plan of holding teachers meetings for last year has been continued this year. Meetings were held after school hours at the Spring St. Building as follows:

By the Superintendent on the first Monday of each month First and Second Grade teachers; on the Second Monday Kindergarten, and Third and Fourth Grade teachers; on the third Monday Seventh and Eighth Grade teachers; on the

fourth Monday Fifth and Sixth Grade teachers; and on the second Wednesday the Principals of all the schools.

By the Special Teacher in Drawing on the first Monday First and Second Grade teachers; on the second and fourth Wednesdays Kindergarten teachers; on the second Friday Second Grade teachers; on the third Friday Third and Fourth Grade teachers; on the third Wednesday Seventh and Eighth Grade teachers; and on the fourth Thursday Fifth and Sixth Grade teachers.

By the Special Teacher in Calisthenics on the first Tuesday Seventh and Eighth Grade teachers; on the second Tuesday Fifth and Sixth Grade teachers; on the third Tuesday Third and Fourth Grade teachers; and on the fourth Tuesday First and Second Grade teachers.

By the Special Teacher in Penmanship on the first Wednesday First and Second Grade teachers; on the first Thursday Third and Fourth Grade teachers; on the second Thursday Seventh and Eighth Grade teachers; and on the first Friday Fifth and Sixth Grade teachers.

#### KINDERGARTENS.

The Kindergarten is a part of the school department of this city and has grown to large proportions. We shall open thirty Kindergarten schools on Sept. 21, 1896, with 65 teachers.

According to the laws of this state no children can be received in this department who are under four years of age, but heretofore the number has been limited to those between 5 and 6 years. A recently adopted rule will next year permit the admission of children between the ages of  $4\frac{1}{2}$  and 6 years. As the masses leave school forever before the High School is reached and many before the opportunities of the Grammar School are attained, it is necessary to do all we can for those who are passing through the lower grades. The Kindergarten is no longer looked upon by educators as a luxury but as an educational necessity, and hence it occupies its place in the school curriculum. We hope that the next legislature will pass such laws as will give to these schools the same recognition as is given to primary and grammar grades.

We have come to realize that the true basis for education in all grades is that given to us by Froebel, viz: "The aim is to put the child into sympathetic relations to those laws which govern man and nature by giving to him in childlike fashion, opportunity to know and obey these laws from the heart; and to lead the child to express his thought and feeling concerning these truths in an objective form, thereby fostering a deeper insight and forming habits of service to others."

There is an intimate connection between the Kindergarten and Manual Training, and Los Angeles is not behind her sister cities in providing for the education of the whole child. It is not necessary to have everything in the catalogues of Kindergarten supplies for this work, as in many cases, nature "at whose feet all must learn", furnishes many objects such as buds, flowers, pebbles, &c. The Kindergarten ideas are not so much the learning of facts, as the formation of orderly habits of doing and thinking.

It is not only possible, but probable, that the principles of the Kindergarten will be carried through the primary and grammar grades into the High School; in fact, in one of our school buildings a part is known as New York, and another as Los Angeles, and communication between the two is only by "make believe" mails and telegraphic dispatches.

The Kindergarten is the proper connection between the home and the school, no matter whether the children come from homes of depravity, or from homes of refinement. It is always the cheerful, happy room of the building, and it is growing closer to the entire school system every day. The Kindergartens are not only beneficial to the children themselves, but the spirit pervades the whole school system. Teachers and pupils are more gentle and careful, shed a better influence, when in contact with the true Kindergarten spirit.

We are endeavoring to have the teachers of the Kindergarten and those of the First Grade, work more in harmony. The underlying principles of the Kindergarten are those upon which all true education is based, and are as forcible in the First Grade as in the Kindergarten.

The forward step taken by the State of California to pre-







*SECOND STREET SCHOOL BUILDING*

pare teachers for this work, is a most wise and beneficial one; and will add to the efficiency of this department. We welcome the Kindergarten of the Los Angeles State Normal School and expect much assistance from it. We can have efficient schools, only as we have efficient teachers, and only those who have that power over children which is felt but not seen, who discriminate the characteristics of children readily; and who have cheerful and happy temperaments, should be in charge.

Elizabeth Peabody's estimate of a Kindergarten teacher is not too high. She says: "To be a Kindergarten teacher is the perfect development of womanliness—a working at the very fountain of intellectual power and moral character. It is, therefore, the highest finish that can be given to a woman's education, to be educated for a Kindergarten teacher."

#### SIGHT AND HEARING.

In his report for '92 and '93 Supt. Friesner called attention to the increasing number of school children having weak or defective eye-sight. We may well pattern after France in keeping a health book in which symptoms of physical defects of the children are noted. Our teachers have not studied their pupils closely enough; hence have not been able to do the best work for them. Recorded observations of pupils' characteristics are very helpful in determining the treatment for the child. As the results of an examination given 9158 pupils in the primary and grammar grades to ascertain their conditions of sight and hearing, 7376 were found to have good eyesight and 1782 defective. Of the same number 8135 had good hearing, and 1023 defective.

I believe that poor spelling is in a large degree, due to the inability of pupils to see or picture the word correctly. If the pupil does not see perfectly, he cannot recall the word, and becomes confused as to the letters and their order.

It is not uncommon to find mouth breathing caused by anoid vegetation in the nose, and this causes impaired hearing. Defective hearing may account for much inattention and inability in the school room.

**PATRIOTISM.**

Among the first duties of the public school is the preparation of our children for American Citizenship with all its rights and privileges.

True patriotism must be intelligent, and our boys and girls should be versed in the principles and workings of the government of which they will soon form a prominent part.

No such opportunity can be given elsewhere. The public school is not of a class or for a class, but all meet on an equality and the purely democratic idea is carried forward. California being populated by all the states of our union, and many nations of the world, has a great work in changing, molding and educating its people. The foreign ideas, manners and speech are soon lost, and the true atmosphere of the best homes in the world enjoyed.

The national flag floats over every one of our school buildings. Flag Raising exercises, which have been held at twenty-six buildings during the year, have consisted of patriotic songs and recitations, the salute and pledge to the flag, and addresses to the children appropriate to the occasion. No more beautiful picture has been given to Los Angeles than that on Children's Day of La Fiesta, when nearly 5000 boys and girls, bedecked with red, white and blue, and carrying their banners, presented to our city, through the kindness of Mr. J. F. Francis, the beautiful "Star Spangled Banner" which now floats from the tall staff in Central Park.

Special Days, as set apart by our state and nation, birthdays of many of our noted men, and epochs of our Country's history, have been observed by appropriate exercises. The following days will be observed next year:

**DAYS OF SPECIAL OBSERVANCE.**

October 5,	Labor Day. (Friday afternoon preceding.)
October 12,	Discovery of America.
October 19,	Surrender of Cornwallis.

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November 3,	Election Day. (Afternoon preceding.)
November 26,	Thanksgiving. (Afternoon preceding.)

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December 17,	Birthday of Whittier.
December 25,	Christmas. (Afternoon preceding.)

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January 6,	Birthday of Benjamin Franklin.
January 8,	Battle of New Orleans.
January 14,	Gold discovered in California.

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February 2,	Treaty with Mexico.
February 12,	Birthday of Lincoln.
February 22,	Washington's Birthday. (Afternoon preceding.)
February 27,	Birthday of Longfellow.

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March 4,	Inauguration Day.
March 9,	Engagement between Monitor and Merimac.

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April 9,	Surrender at Appomattox.
April 19,	Lexington and Concord.
April 27,	Birthday of Grant.
April 30,	Inauguration of Washington.

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May 4,	Birthday of Horace Mann.
May 13,	Founding of Jamestown.
May 30,	Memorial Day. Flag at half mast. (Afternoon preceding.)

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June 14,	Stars and Stripes adopted by Congress.
June 17,	Bunker Hill.

The plan proposed by Supt. P. W. Search in 1894, to have a general contribution by pupils for the poor at Thanksgiving time is a most happy one, and universally carried out by every school in the city this year.

Thirty-two wagon loads of provisions, clothing and toys were placed at the disposal of the "Associated Charities" to be distributed among the poor of our city. Many homes, and hundreds of children were made happier; and those who gave realized that "it is more blessed to give than to receive."

### **PROMOTIONS.**

When pupils show they can do the work of the next grade, they are promoted to that grade. Regular promotions of classes occur twice each year, but individual promotions are of frequent occurrence. Pupils are not required to take work over, unless it is plainly evident, to teacher and principal, that they cannot do the work of the next grade.

Written and oral tests are frequently given to determine the thought, power of expression, spelling and punctuation. These show the ability of the individual pupils, and give the teacher opportunities to correct defects.

### **TEACHERS' INSTITUTE.**

Our Teachers' Institute was held Nov. 25th, 26th and 27th, 1895, at the High School Building. The morning sessions were held in the Auditorium, when all teachers came together for such work as could be profitably given to all.

The afternoon sessions were held in seven sections, and composed of teachers of different grades, similar to our section meetings as held during the year. On the afternoon of the 27th our teachers joined with those of the County, in a general session at the Normal School Auditorium.

The exhibition of Kindergarten work was beautiful and instructive.

The attention and interest were unusually good and many expressed the sentiment that it was one of the best Institutes we ever had.

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### ANNEXED TERRITORY.

County Supt. S. V. Riley gave notice on April 10th, that by virtue of the annexation of certain territory to the City of Los Angeles, the following schools became a part of our school system: Rosedale with 15 teachers, Harmony with 2 teachers, West Vernon with 3 teachers and Vernon with 3 teachers. Highland Park with 1 teacher became a part of the city system earlier in the school year. People who were living in the outside territory and whose school houses were inside the city limits by virtue of annexation petitioned to be set inside for school purposes, except those in Vernon District. I hope the question occasioned by the annexation as applied to Vernon District will be settled before we open schools in September.

### OFFICES.

The offices of Superintendent and Secretary of the Board of Education, should be enlarged in some way. If more room cannot be had at the City Hall, then rooms should be rented or taken in some school building.

It is not possible for our office force to do the required work in the two small rooms only at our service. If we had at least, twice as much room, the transaction of business could be very much facilitated, and the work of the department be systematically performed.

### DISTRIBUTION OF PUPILS.

If the children were always in the localities where the seats are, we should have little trouble in adjusting numbers and grades. There are vacant rooms in one part of the city but remote from the crowded portions. In many cases children must pass a school building in order to find accommodations. As a rule, however, parents and pupils are very reasonable, in accepting the conditions.

### COURSE OF STUDY.

The Course of Study, the outline of which is embodied in this report, has been carefully revised and improved. It is

expected that teachers will use a great deal of originality in the detail work, while following the outline. We endeavor to have less mechanical memorizing of the text book and encourage the use of a greater variety of books in the different branches. We have endeavored to correlate the work in many cases, and hope that teachers may make it even more general.

#### NIGHT SCHOOL.

The enrollment in the night school is smaller than we have a right to expect in a city of this size. I am glad that we have a school for those who are deprived of day school privileges, and are willing to spend their evenings in improving themselves for their life work. The location in the Spring Street building is central and easily accessible to the boys who need the opportunities which this school affords. After boys have worked hard all day, it is difficult to hold their interest, and secure good intellectual work, but many of them are receiving much benefit. There is but one session, from seven to nine, affording no time for social advantages or amusement which may account somewhat for the small attendance.

#### MUSIC.

In order that this important branch may receive its proper attention we must have a special supervisor, one who is not only skilled in the branch, but who has had successful experience in public school work.

Every teacher who has a knowledge of pedagogical principles is ready to foster and encourage this branch. Singing is regarded as a healthful exercise, and aid in mental development and school government, and beneficial to the moral growth and culture of children. In our music, the love of country is fostered and patriotism stimulated.

Nearly all our teachers have done excellent work in carrying out the spirit as well as the letter of the course of study in teaching this subject.

#### DRAWING.

On account of the large number of new teachers, many of whom were not prepared, as our older teachers, to carry on the drawing, the work has been done at a disadvantage during the year. The drawing teachers have met the teachers of the

different grades once each month during the year and carefully explained the lessons and exercises, and illustrated their presentation. This work has been presented systematically and has had good influence on other school work. The aim has been to train the mind, eye and hand, by having pupils think, see and do. The following is the report of the Supervision of Drawing:

*Mr. J. A. Foshay, Supt. of City Schools:*

DEAR SIR: Having so many inquiries in regard to the manner of teaching drawing in our schools, I thought I would, in my report, make a brief synopsis of our work in the different grades.

Geometry underlies drawing and designing. Distance and direction are two radical geometrical ideas, which are early impressed upon the mind of the child. In the first year the pupils are taught to place points in different directions, and at equal distances, until they can correctly form a square of nine points. Knowing how tiresome it is to spend the time of a lesson in simply drawing straight lines, we never do it, but through the points formed in a square the class draw lines of equal length in all directions. By varying the number drawn, for instance, drawing through the corner points more lines than through the middle and side points, or reversing this, a great variety of figures can be made.

By placing four of these figures together in a large square the child gets its first idea of inventional work. In using this method he learns, almost without knowing it, how to draw straight lines in all directions, and soon finds that the beauty of the figure is greatest when the position of the points forms a perfect square, and the lines are straight. They also draw from nature leaves and round fruits.

In the second and third years the inventional drawing is carried farther by means of squares divided into sixteen and nine squares. Simple designs of curved and straight lines are made in them. Also drawing small sprays, fruits and vegetables.

Cylindrical objects are drawn in the fourth year; flowers sprays and designing in circles.



We begin the study of Historic Ornament in the fifth year and continue it through the eighth. This is not done so much by drawing as by spending the drawing periods in looking at and talking about, examples of historic ornament, and interesting the pupils, as they will hunt up all they can find about the subject under consideration. These can be made very instructive and pleasant lessons.

In the fifth, sixth, seventh and eighth years, the pupils sketch and shade groups of objects, sprays of leaves and flowers, branches with fruits and flowers, as lemons and oranges; drawing of patterns and working drawings. In all grades we make our own geometrical solids, commencing in the second year with the cube each year taking more difficult solids and in the eighth year making the icosahedron, octahedron and dodecahedron. They are taught to develop the surfaces of the solids, cut them out, fold, and paste together; a good preparation for industrial work. In all this nothing is copied. The ruler is used only in drawing patterns, and working drawings. Shading is taught by observation; the children use their eyes, and draw what they see, and as they see it, (with plenty of black-board drawing.)

We have mechanical and architectural drawing, the study of geometrical design as applies to surfaces, for either wall, ceilings or floor in the High School. Perspective drawing, drawing plans and elevations to a scale, application of historic ornament to design, designs of all kinds and for various purposes, problems in perspective, rapid sketching, pen and ink drawings of architectural ornaments and illustrative work.

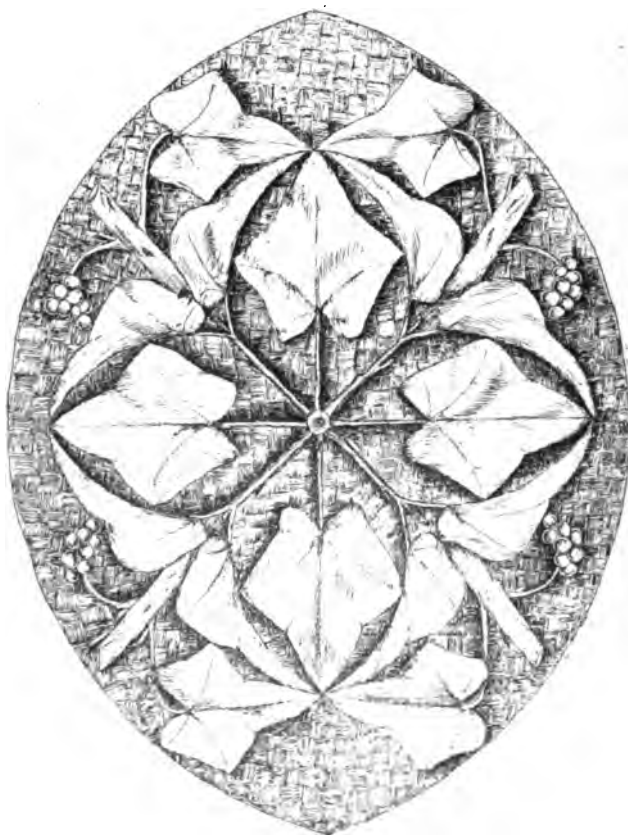
During the year the teachers' meetings have been well attended. To many of them the work was new, but they have all taken a great interest, and are showing it by the improvement in their classes.

I have a most efficient assistant in Miss Hutchinson. I wish to express my appreciation of the manner in which principals and teachers have aided me in the work, thus making the drawing a success.

Very respectfully,

MRS. C. P. BRADFIELD,  
*Supervisor of Drawing.*





**OBJECT DRAWING AND ORIGINAL DESIGN BY  
EIGHTH YEAR PUPILS.**

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**PENMANSHIP.**

As is shown in the appended report, the main feature of our work during the year has been the introduction of the vertical system in the lower grades. Our writing teacher was slow to adopt this system, but finally concluded it had come "to stay"; and consequently continued with the same zeal as characterized his former work.

*Mr. J. A. Foshay, Superintendent of City Schools:*

At the beginning of the past school year the adoption of vertical writing was made obligatory in the first, second and third grades, and optional in all the other grades. Toward the close of the year each teacher took up specimens of writing from each and every pupil in his or her room. These specimen slips were bound together in the form of little books, each book labeled with the name of the school, the name of the teacher, and the number and grade of the room. The books were handed over to your supervisor of penmanship, who examined them carefully with a view to ascertaining (1) what per cent. of pupils in the different grades had adopted the vertical style of writing, and (2) the quality of the writing, whether vertical or slanting.

The per cent. of pupils who had adopted the vertical style in the different grades was as follows: In the eighth grade, 66 per cent.; seventh grade, 78 per cent.; sixth grade, 83 per cent.; fifth grade, 90 per cent.; fourth grade, 95 per cent.; and in the three lower grades, practically 100 per cent.

Considering that in the upper five grades, the adoption of the vertical style was entirely optional with both teachers and pupils, the results given in the foregoing were quite beyond my expectations.

As to the quality of the writing it is, on an average, very satisfactory. The pupil is always at a temporary disadvantage in changing from one style of writing to another, and considering that this was the experimental year, and that in the upper grades the pupils were left entirely free to adopt the vertical or not, the average of the specimens was not only satisfactory,

but the majority of the specimens of vertical writing were exceptionally good.

At one of the series of teachers' meetings near the beginning of the year the teachers were given an opportunity to express their preference as regards vertical and slant writing, and the reasons for such preference. The majority at that time were non-committal—chirographic agnostics as it were—and those who opposed vertical writing did so on the ground that they thought it to be slow, and that they did not like the looks of it. Toward the close of the year another opportunity for discussing the pros and cons of vertical writing showed that some were still opposed to it, and the following were the reasons given: Slow; backhand; harder to get arm movement; not so graceful; lacks individuality; causes bad position.

A large majority of the teachers were in favor of vertical writing, and following are some of the reasons given for their preference: More legible; improves poor writers; more rapid; pupils more interested; more open and plain; more compact; neater; more business like; has no flourishes; fewer strokes; more easily taught; pupils take it up more readily; pupils like it better; gives easier position; redeems poor writers.

As to my own position in regard to it I will say that vertical writing bears acquaintance. There can be no question as to its greater legibility. Neatness and compactness are also points in its favor. In the matter of speed it will hold its own. As to its beauty or artistic qualities, that is largely a matter of taste and education; and even should the vertical style have to concede some to the slant style in this point, all who reflect that writing for all ordinary purposes is strictly utilitarian will readily yield this point if they are satisfied as to the essential points.

During the past ten or fifteen years a school of so-called artistic or ornamental penmanship has sprung up. If we include in the term penmanship everything that is executed with a pen, the terms "artistic penmanship" and "artist penman" are legitimate and have their place. There is a class of work executed with the pen, such as designs for newspaper and magazine illustrations, memorial or testimonial resolutions, diplomas,

etc., in which the element of art does very properly enter. But in conjunction with this has developed a flourished style of writing. This flourished or fancy writing, when exceptionally well executed by a skillful penman may perhaps with propriety be termed artistic. To become exceptionally skilled, however, is out of the question with an overwhelming majority, and this flourished style, when attempted by the person of average skill, becomes a scrawl, utterly offensive to good taste and common sense, and very undesirable for the ordinary purposes for which writing is required.

Now, while slant writing need not necessarily be flourish-ed yet the more elaborate standards and mincingly delicate hair lines that have prevailed in the slant systems; also the prominence given to fancy writing and flourishing in the pen-man's journals, together with the extreme "muscular movement" craze, have developed a tendency toward a weak, scrawny, flourished style of writing which is far from satisfactory from either a business, hygienic, or artistic standpoint.

• Longhand writing, in this fast age, is at best a laborious method of expressing thought, and the vertical system is by no means the acme of the chirographic art. But as a plain, practical, common sense style, and as a corrective to the pyrotechnic tendencies of the slant system, it has come upon the educational arena with considerable prestige, and is entitled to remain until displaced by something better.

It has been the custom with professional penmen to belittle and to severely criticise the work that the public school teachers attempt to do in teaching writing. While it cannot be expected that the average public school teacher shall have the skill of the specialist in penmanship, yet she measures up very well indeed as regards common sense with the average professional, and has considerable to spare when measured by some of the itinerant spread-eagle penmen styling themselves "champions of the world," etc. I have learned to know the Los Angeles city teachers as an honest, earnest, intelligent, hard-working set of people, who are always ready and willing to do anything a supervisor directs that is fair, reasonable and practical.

E. K. ISAACS.

### PHYSICAL CULTURE.

The Country is asking for strong men and women, and has the right to demand that we give such training as will promote grace of motion, correct any tendency to malformation which comes from close application to books, in a word, that we give the highest improvement to the body.

Rousseau says "all who have reflected upon the mode of life among the ancients, attribute to gymnastic exercises the vigor of the body and mind which so notably distinguishes them from us moderns."

Physical exercises are a direct and positive aid to discipline, as well as to health.

Following is the report of the teacher of Physical Culture:

*Mr. J. A. Foshay, Superintendent of City Schools:*

DEAR SIR:—Permit me to begin my annual report of last school year with a few remarks of Adolf Spiers, born in 1810, and at his time one of the leading educators, especially celebrated for his efforts to bring the mental and physical education of the school youth into closer and more harmonious connection. He said: "In the school we recognize the institution where the child is to receive its mental and physical education, based on a strict and kind discipline. *School life* and the *life of youth* are closely related to each other."

"When the school is a true home for the companionship of youth, when it is an educational institution in the fullest sense of the word, which not only educates the mind, but the body as well, then it may be rightly looked upon as the center of youthful life, as the common weal of youth.

Youth needs regular employment in every direction which its natural impulse drives it to seek; it is in need, for its mental welfare, of its discipline and instruction, as found in the narrow school-room, and for its physical welfare of that which is cherished and looked after in the gymnasium."

The school does not need higher gymnastics, that is, the pupils need not attempt difficult and dangerous feats. What the schools need are Calisthenics and such other gymnastic exercises as are easily performed by the masses, but at the same time will invigorate both body and mind and strengthen them

for new labor. Each separate branch of study is but an individual means of instruction for the undeveloped life of the pupil. With every instruction discipline begins; the teacher must understand how to interest his class in the subject he is handling in such a manner, as to keep the mind of every pupil actively employed. The manner in which he treats his subject is the most important part of all; it must create life and enthusiasm, so much so that both teacher and pupils, are wrapped up in their work. But this can only be done successfully if the teacher thoroughly masters the subject.

Now, Mr. Superintendent, my aim has been to impart as much knowledge of the physical education of our children to our teachers as circumstances permitted, but, to inspire our teachers with the necessary enthusiasm and to make them thoroughly master the subject, I earnestly appeal to you and the honorable Board of Education to furnish us with a gymnasium.

To give instruction and the necessary practical experience to a class of teachers in a room fitted up for children, is next to impossible. In visiting the school rooms I certainly can and do, illustrate the work to teachers and pupils, but the practical knowledge and the method of imparting this knowledge to the children can only be acquired in oft repeated trials of the teachers themselves. To the credit of our teachers I can say that all of them have tried their best and many of them succeeded in a greater or less degree. The desire for perfection, however, which controls nearly all our teachers can only be met by giving them the necessary opportunity to gain the practical knowledge of the subject.

The teachers' meetings of the last year were well attended and all the teachers seemed to take great interest in the instructions, but practical lessons I was unable to give for want of room.

Hoping that in the near future I will be placed in a position to do more and more for the advance of the physical education of our school children, and thanking you for your kind support during the past year,

I am yours very respectfully,

C. J. ROHDE,  
*Supervisor of Physical Culture.*



**HIGH SCHOOL.**

The High School is a source of pride to our City. The excellent work it has done, and is doing, is evidenced by the long list of its graduates who are an honor to the city; and the number of Universities whose accredited lists include this school. I append the Principal's report:

*Mr. J. A. Foshay, Superintendent of City Schools:*

DEAR SIR:—In compliance with your request, I herewith submit the report of the Los Angeles City High School for the school year ending June 30th, 1896.

The whole number of pupils in attendance during the past year is nine hundred nineteen, distributed among the various classes as follows: Ninth Year Class, 450; Tenth Year Class, 256; Eleventh Year Class, 125; Twelfth Year Class, 88.

Since the High School building was originally intended for about half the number at present enrolled, we have necessarily been overcrowded; we are, therefore, gratified to learn that several classes will be transferred to another building at the opening of next term.

Owing to the appreciation of our needs by the Board of Education, we have been provided with an efficient corps of teachers and with additional facilities in the line of apparatus and library books: the high standard of work which we have been able to reach, is attested by the commendation of the faculty of the State University.

June 26th a class of seventy-one was graduated—forty-one girls and thirty boys. Of these eight completed the classical course, thirty-nine the literary course, and twenty-four the scientific course. In addition to the regular graduates, a number of pupils completed a four years' elective course not leading to a diploma. Some of these will enter college upon examination.

More than half the class will attend other institutions of learning. Of the graduates, fourteen will this year enter Berkeley, seven Stanford, one Harvard, one Brown and one Michigan University. Twenty-two of the girls will attend the State Normal School.

From the Principal and faculty of the State Normal School come assurances that our graduates are among their most satisfactory students, and are able to complete the four years' course in two years.

The number of tuition pupils who attended for the whole or part of the year is sixty-seven. The amount of tuition received was \$1968.25.

Good work has been done in all departments of the High School. In the English department, in addition to a critical study of literature, special attention has been given to composition. There is a growing sentiment that exact and grammatical expression and logical arrangement of ideas are not second in importance to the love and appreciation of good literature.

Enthusiasm in the Mathematical department has manifested itself in the increased number of those taking higher mathematics. A thorough mastery of principles and the development of the power to solve original problems characterize the work in this department.

The efficiency of the Science department has been increased by fitting up two additional rooms with apparatus. In physics and biology as well as chemistry, the laboratory has become an indispensable adjunct to text-book instruction. Appreciation of their advantages is shown by the application of twenty students to take the advanced course in Physics.

The Classical department has lost none of its prestige on account of growth along other lines. The importance of the classics is now recognized in relation to scientific as well as literary pursuits. In both Greek and Latin, composition and sight reading receive much attention.

The study of ancient history is rendered more interesting by the free use of photographs of noted works of art: modern history is studied with special reference to constitutional growth and the application of the principles of political economy.

German and French are taught mainly with the aim of securing proficiency in translation; Spanish to secure such a mastery of the language as will render it useful in commercial intercourse.

The new Commercial department is a timely addition, and promises to meet the expectations of its advocates. In order that the graduates of this department may be worthy of recommendation to responsible positions, a high standard has been set, as is apparent from the fact that of the ninety students who entered this department at the beginning of the year, twenty-six only were promoted unconditioned to the advanced grade.

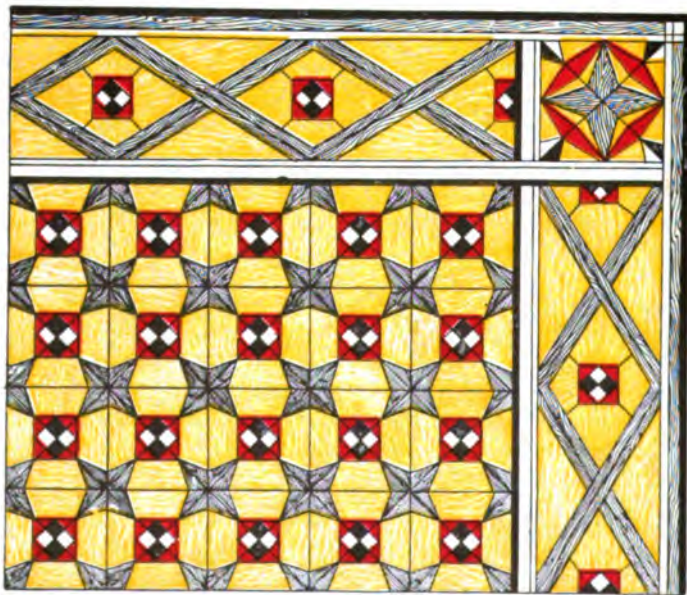
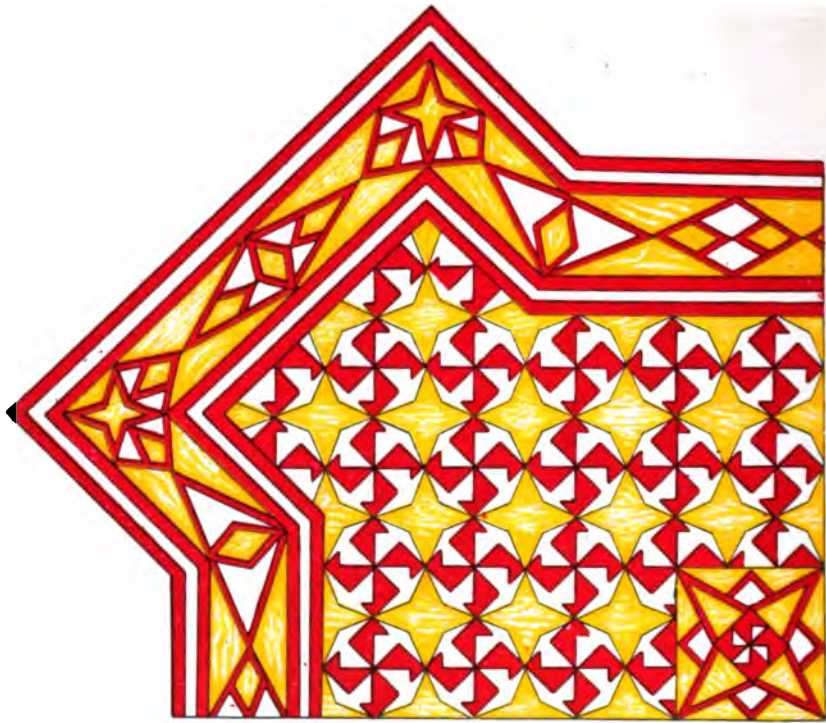
The work of the first year in this department is theoretical; for the advanced classes it should be practical. I therefore recommend that offices be fitted up with appropriate furniture and stationery for banking and mercantile transactions. I recommend also that the Commercial course be extended to three years.

For several years the discipline of the school has been seriously impaired by the presence of numerous organizations and enterprises not under the immediate direction of the teachers. It is the opinion of the faculty that it would promote scholarship and facilitate the maintenance of discipline to eliminate these disturbing influences. I will quote from a resolution signed by twenty-five members of the faculty: "Class organizations and clubs seriously interfere with our scholastic work by taking an enormous amount of time, by distracting the student's interests, by placing before him the standard of his young fellow-students, rather than that of his trained instructor, and by affording occasions for disorder.

Other large schools do not have such organizations. The Los Angeles High School is anomalous among the schools of the state as to the number and strength of its student organizations. We cannot hope to maintain the lead in scholarship while our strength is dissipated along lines, which however commendable, are not those of school effort.

Our school has grown to such an extent that it would be well nigh impossible for us to assume control of these activities which are among us but not of us. Could we do so, it is questionable whether our time would be spent for the highest good of our classes. The restrictions which we ask will necessarily include the prohibition of the publishing of any school paper. Moreover, we ask that no paper or club, social or otherwise,





*ORIGINAL DESIGN, INLAID FLOOR, BY NINTH YEAR PUPILS.*

which may be maintained by our pupils elsewhere, shall use the school name."

Though the meetings of the organizations referred to are never held in the building without the permission of the principal, and seldom without the presence of a teacher, nevertheless they have disturbed the harmony of the school. I therefore recommend that class organizations and colors below those of of the senior year be discontinued; that for one year at least no paper be published by the school; that permission to hold meetings in the building be withheld from all clubs; that no paper, club or society which may be maintained elsewhere, shall be allowed to use the name of the High School.

The graduates of the High School at present number five hundred seventy-four. I wish to thank the members of the Alumni Association for their cordial support during the past year. The school is to be congratulated that there exists in the minds and hearts of the Alumni so loyal a devotion to their Alma Mater.

I wish to thank you and the Board of Education for your assistance and support.

Very respectfully,

W. H. HOUSH,  
*Principal.*

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#### MANUAL TRAINING.

By this is meant a training of the hand for the purpose of securing the training of the mind through the senses of touch and sight. As the hand is trained in accurate work, the eye must accurately observe.

Germany sees the necessity of having more of the practical, and schools are established for preparation in the humbler vocations and manual work. As a consequence, there is great development of manufactures in that country.

We are able to introduce the department of Sloyd only, now, but hope to put in additional lines later. In order that our patrons may know our plan of work for next year, I em-

body the plan and course as prepared and to be carried out under the special direction of Mr. Chas. A. Kunou.

Opinions vary regarding the educational value of different forms of manual training, yet all agree that any system claiming educational value must accord with established and recognized pedagogical principles, and that its method of instruction must be systematic. It is claimed for the work presented here:

1st—That the series of models used is built on exercises graded and arranged on rational and objective principles.

2nd—That there is a fixed order of sequence and engenerative character in the exercises.

3rd—That there is methodical progression in the exercises.

4th—That there is variety in form and nature in the exercises as well as in the models.

5th—That the work requires and admits many-sided efforts (regulated) of mind and body.

6th—That the character of the work is that of general adaptability.

7th—That the exercises result in complete units or things, not merely in parts or elements of things.

8th—That there is a moral and practical purpose of the models as results of the exercises, i. e. directing the attention to the useful.

The aim and purpose of the department may be briefly stated as follows:

A.—To assist in the simultaneous development of both mind and body.

B.—To instil respect for and love of manual labor.

C.—To give such technical training as shall be of some practical value.

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#### PUBLIC LIBRARY.

The best adjunct to our public school system is the city library. After our pupils are taught to read, it is very necessary that they be taught what to read, and provision made

that the recommended books may be had. We are enabled to largely direct and control their reading by an agreement entered into between a former Board of Education and the Board of Library Directors, which permits our pupils through their teachers, to have full access to the Public Library, with its 44,000 volumes and thus help to secure the cultivation of a sound literary taste. The report of the City Librarian concerning the distribution of books in the schools is here appended.

*Mr. J. A. Foshay Superintendent of City Schools:*

The system of distribution of books through the City Schools was commenced in February 1892 and has steadily increased as the following table will show:

	No. of Books, etc.
1892, Feb. to June.....	3824
1892-93, Oct. to June, School year.....	8475
1893-94, Sept. to June ".....	14359
1894-95, " " ".....	17490
1895-96, " " ".....	19957

The number of teachers in the City Schools, for 1895-96 was 377, of whom 276 drew books from the Library for school use.

New blanks were furnished the teachers at the opening of the school year, 1895-96, which enabled them to record the circulation of the books among their pupils. These records were returned to the Library with the books issued thereon.

From the blanks it is ascertained that each book circulated five times. That is each book has actually been read by five different pupils during the month.

In comparing the classified list of the circulation of books for the past school year, 1895-96, the result is gratifying.

The total circulation of books, magazines and plates to the schools for the year was 19957. Of this total 7671 was made up of the following Classes: Natural Sciences, Literature, History, Travels, Useful and Fine Arts and Sociology. Of these classes "Travels" was in the lead.

Fiction and Juvenile Fiction amounted to 7791, or a little over 39 per cent. of the whole circulation. In Fiction only standard works are loaned to the teachers for school use.



Juvenile Fiction is composed of picture books, nature stories, folk lore, etc., as well as stories for the young. While Fiction seems to make up a large percentage of the circulation it must be taken into consideration that many of the school children are so young that they cannot be interested except by something in the form of a story; also that from many of these story books they obtain glimpses of natural history, geography, the history of our own and foreign countries and many other studies, so that if their reading is rightly directed as they get older they become interested in carrying on these studies for themselves in a much more extended way.

The balance of the circulation is made up of numbers of current magazines, bound magazines, miscellaneous classes and plates. These plates are the supplements of periodicals and art magazines, many of them beautifully colored, mounted on tag board to be circulated. Some are used to fasten on the walls to brighten up the school rooms, some for object lessons and in the more advanced grades for drawing, wood carving, etc.

Had the Library more books to supply the demand the circulation to the schools could easily be doubled.

Very truly,

MRS. C. B. FOWLER,

*Librarian.*

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#### CONCLUSION.

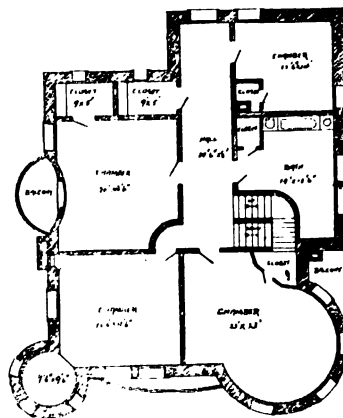
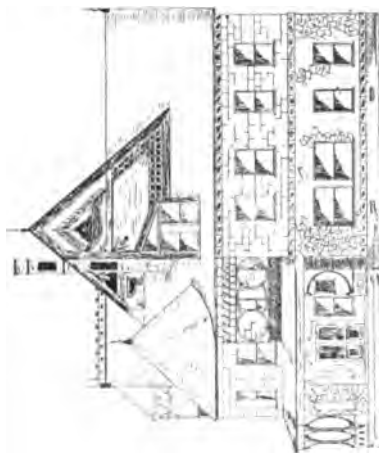
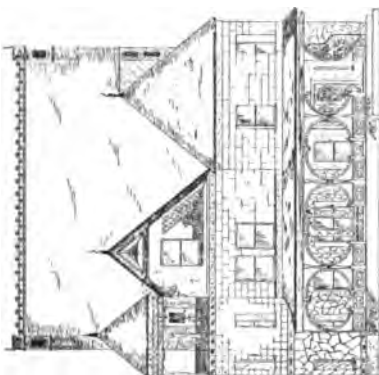
Though we have been in the midst of arduous and perplexing duties, yet it gives me great pleasure to note the uniformly prosperous condition of the schools, and to thank the Board of Education and Secretary, the Deputy Superintendent, the corps of faithful teachers, the public and the press for their co-operation in promptly and cordially assisting in putting forth measures to improve our schools. For myself, I pledge my best endeavors in doing all I can for the children of this city, and I ask continual support for the right.

Respectfully submitted,

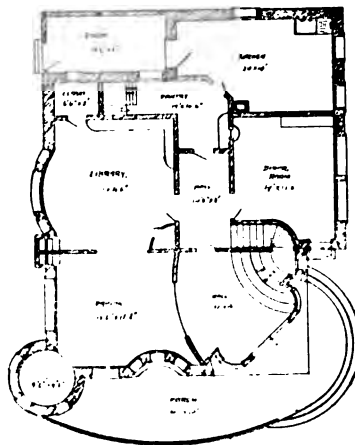
J. A. FOSHAY,

*Superintendent.*

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Int. J. Biol. Med. Res. 2020; 3(1): 1-10

## ARCHITECTURAL DRAWING BY HIGH SCHOOL PUPILS.

# COURSE OF STUDY



# AUTHORIZED LIST OF School Text Books

ADOPTED BY THE  
BOARD OF EDUCATION OF LOS ANGELES CITY  
FOR PRIMARY AND GRAMMAR GRADES.

1896-7.

Revised 1st Reader, California State Series.....	\$ .20
“ 2nd “ “ “ “ .....	.35
“ 3rd “ “ “ “ “ .....	.50
“ 4th “ “ “ “ “ .....	.60
Primary Number Lessons, California State Series.....	.25
Arithmetic, Advanced “ “ “ .....	.50
Speller, “ “ “ .....	.30
Grammar, “ “ “ .....	.50
Revised Grammar, “ “ “ .....	.55
Language Lessons, “ “ “ .....	.30
History of the United States, “ “ “ .....	.80
Elementary Geography, “ “ “ .....	.60
Advanced Geography “ “ “ .....	1.20
Webster's Common School Dictionary.....	.80
Normal Music Book, I.....	.35
“ “ “ “ 2, (Part I).....	.40
“ “ “ “ 2, (Part II).....	.40
“ “ “ “ 2, (complete).....	.65
“ “ “ “ 3, Introductory.....	.45
“ “ “ “ 3.....	.65
Bradfield's Drawing Books, Nos. 1, 2, 3, 4, 5, 6, 7, 8.....	.10
Spencerian Copy Books, Vertical Shorter Course, Nos. 1, 2, 3, 4, 5, 6, 7 .....	.10
Williams & Roger's Pen Written Copy Slips, Abridged Edition, Reproduced.....	.25
American Standard Writing Speller.....	.05
“ Blank Drawing Book.....	.10
National “ “ “ .....	.05
Slate, (8x12 inches preferred).....	...
Note Book.....	...
Ruler .....	...
Composition Book.....	...
Slate Cleaner.....	...
Sponge.....	...
Compasses.....	...
Triangle.....	...

## KINDERGARTEN DEPARTMENT.

Time: One and One-Half Years. Age: Four and One-Half to Six Years.

### FIRST HALF YEAR.

"Play is the business of childhood."

Connect the child's home life with the Kindergarten. Make each day complete in the mind of the child; present the thought for the day in the morning talk or story; impress it by the songs; illustrate it with the gifts; personify it in the games; and finally make it permanent through the occupations.

All occupation work should be simple, attractive, quickly finished and taken home by the child.

Special work with First and Second Gifts (undivided solids) teaching form, position and color.

Occupations: Sorting and placing seeds, stringing beads, straws and colored papers, simple sewing, weaving, clay modelling and parquetry.

### SECOND HALF YEAR.

Carry on first term's work in development, sequence of ideas, etc., by gift and occupation work.

Special work with Third, Fourth, Fifth and Sixth Gifts, (divided solids.)

Occupations: Sewing, weaving, modelling, paper folding, cutting and pasting.

### THIRD HALF YEAR.

Special work with Abstract Gifts to develop technical and knowledge side of the child:

Seventh Gift: Surfaces, shown in Tablets.

Eighth Gift: Lines and boundaries shown by Sticks,

Ninth Gift: Circular boundaries, shown by Rings.

Tenth Gift: Point and its relation to lines, surfaces and solids as shown by the Lentils.

Occupations: Peas work, drawing, modelling and advanced work in weaving, folding, cutting, pasting, etc.

Careful study of the individual children will help the teacher to decide on her thought or principle of work—which should be fitted to the surroundings and needs of the children—as kindness, charity, thrift, truthfulness, independence, reverence, inter-dependence, etc.

Season work should be made a part of each teacher's program for the year.

SAMPLE OUTLINE.

FALL WORK:

Fruits and Nuts.

Preparation for the winter season: By people—indoors and out; by animals—squirrels, birds, etc.; by plants and trees—falling leaves, etc.

Thanksgiving.

Gratitude, patriotism, etc.

WINTER WORK:

Christmas.

Loving and giving.

Occupations—Tailor, weaver, shoemaker, etc.

Substances used for clothing.

Transportations—Wagons, cars, boats, etc.

Things transported.

St. Valentine's Day.

Washington's Birthday.

Love of Country.

SPRING WORK:

Work of wind, rain, sun, etc.

Germination of seeds.

Easter.

Occupations—Gardening, house-cleaning, etc.

Froebel's Birthday.

SUMMER WORK:

Flowers, birds, bees, etc.

The sea shore, mountains, city, country, etc.

Grain and seed-bearing plants.

Harvest.

Occupations—Farmer, miller, baker, etc.

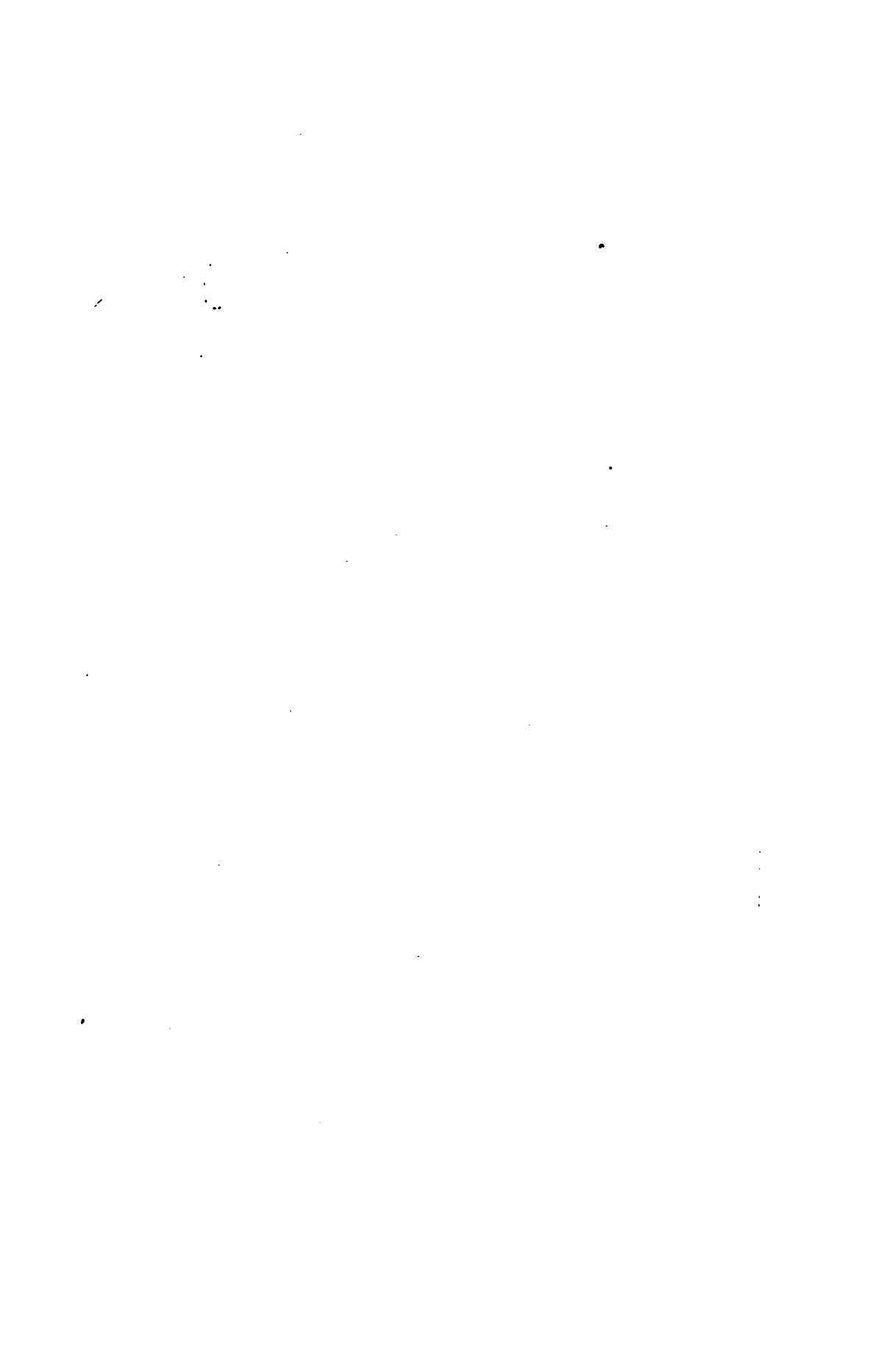
Animals—Horse, cow, etc.

Products—Milk, butter, eggs, etc.

Fourth of July.

National History.

Our Flag.







CALISTHENICS, FIFTH YEAR PUPILS, SIXTH STREET SCHOOL

## PRIMARY DEPARTMENT.

Time For Each Class One-Half Year (20 Weeks.)

### FIRST YEAR—B CLASS.

*Reading*—Give oral lessons from chart and blackboard. The revised First Reader may be used at the discretion of the teacher. Combine word, phonic, and sentence methods. Have children write words on slates or ruled paper as soon as they are able. Endeavor from the first to impress children with the idea that the words mean something.

*Spelling*—Spell words occurring in reading and language lessons, beginning with simple words and names of familiar objects.

*Numbers*—Teach numbers incidentally with reading and other lessons. Give certain groupings grasped at sight without counting by ones; as, the legs of animals, the number of flowers on a stem, the number of sides and corners to a cube, etc.

*Language*—In this class the reading and the Oral and Observation lessons should form the basis of language work. The work should be mainly oral, with the idea first of getting thought, secondly of ready and correct expression of thought. Encourage pupils to talk about things with which they are familiar, and correct their faulty expressions. Have pupils copy words and sentences, and make short, original sentences with words selected from charts, readers and oral lessons. Teach the use of capitals, period, and question mark, and insist upon their correct use in all written work.

*Music*—See Music Manual. The readers and charts of the Normal Music Course will be used throughout the entire course. Loud singing should *not be allowed*.

### FIRST YEAR—A CLASS.

*Reading*—Finish the Revised First Reader. Give frequent drills in elementary sounds. Pronounce words at the head of lessons and in lessons several times before allowing pupils to study or read. Have pupils make short and simple sentences containing the words in their lessons. See that they read the script as well as the print. Review frequently and have each lesson well read before passing it. Have one or more pupils read the entire lesson at each recitation, sometimes com-

ing forward and facing the class. Give special attention to articulation, pronunciation, and marks. The teacher should read to the class every day.

*Spelling*—Continue as in the previous term, and require many words to be spelled by sound, noting the silent letters.

*Numbers*—Continue and enlarge upon the work of the previous term. Build numbers with objects to twelve by grouping them (1) in equal parts, (2) in unequal parts. Separate numbers in the same way, using cubes, squares, triangles, etc. Do the same work with figures. Teach the use of  $+$ ,  $-$ ,  $\times$ ,  $\div$ ,  $=$ . Use the ideas of the Primary Number Lessons to lesson 41, but do not try to teach everything found in those lessons.

*Language*—Continue the work of the previous term. Read and tell simple stories and have pupils reproduce them orally. Require full statements in conversation and recitation. Teach the use of a, an, am, are, was, were, has, and have.

*Music*—See Music Manual.

#### FIRST YEAR—A AND B CLASSES.

*Supplementary Reading*—The Werner Primer, Badlam's First Reader, Appleton's First Reader, Cyr's First Reader, Beckwith's In Mythland, Smythe's Old Time Stories, Badlam's Stories of Child Life Books 1 and 2, Davis's Nature Stories.

*Writing*—Pupils should use long pencils, and they should be required to sit erect and hold their pencils correctly and naturally, from the beginning. Do not let pupils write too long at a time. The hand should have a rounded appearance when the pencil is properly held. Allow no writing with the left hand. Give much practice to the straight line, left and right curves, and principles. Give short words as you do letters, giving but one at a time. Illustrate on the blackboard in spaces ruled to correspond with slate and paper. Write each pupil's name and paste it in the front of his reader for constant reference.

*Drawing*—Bradfield's Drawing Book No. 1. Dictation exercises. Drawing on blackboards. Drawing from objects.

*Oral and Observation Lessons*—Object to train the observing powers.

*Zoology*—Give lessons on common mammals: e. g. cat, dog, horse, cow, rat, squirrel. Talk about their habits, where they live, their food, how they eat it, etc. Stories illustrative of habits of these and other mammals.

*Botany*—Give lessons on common plants. By planting seeds in the presence of the class, let pupils observe the development of root, stem,

and leaf. (Plant seeds in sponge, in a piece of cloth, over glass of water in sawdust, etc.) Study fruits, especially the orange.

*Physiology*—Give lessons on the head, trunk and limbs. Teach the hygiene of the skin, teeth, and nails, and also of bathing.

In observation lessons, have the real object before the pupils if possible. *Color, Form and Modeling* should be taught in connection with this work.

*Morals and Manners*—Enforce habits of cleanliness, neatness, and obedience. Tell simple stories to illustrate honesty, truthfulness and kindness. Tell what is, and what is not, proper behavior on playground, the street, and at home. Teach a few short maxims, have pupils repeat them in concert, and as soon as they are able, write them. Cowdery's *Moral Lessons* and Gow's *Primer of Politeness* for reference. In this and in all higher grades it should be constantly borne in mind that true education is character building.

*Physical Exercise*—Three times daily, or when children are weary or inattentive. Open windows during exercises; close them immediately afterwards. See *Manual of Exercises in Physical Culture*.

#### SECOND YEAR—B CLASS.

*Reading*—Use the first half of the Revised Second Reader. Same general methods as in the first year. Have pupils tell the substance of each lesson in their own language. Have pupils talk about each lesson. Use every effort to induce pupils to see that the reading has a meaning, and also to enable them to express the meaning in a clear and natural way. Pay attention to proper position. Pupils should be taught to stand erect, and to hold the book up well in the left hand. Practice easy sight reading occasionally. Teach the diacritical marks and the sounds as they occur in the reader. Have maxims and carefully chosen selections of poetry memorized and recited.

*Spelling*—Spell orally and write on slates or ruled paper all new words in reading and conversation lessons. Teach sounds and markings.

*Numbers*—Review the work of the previous term, and take up numbers from 1 to 20. Teach, first with objects, then with figures, addition, subtraction, multiplication and division; sums, minuends, products, and dividends not to exceed 20. Part taking to 5ths.

Teach the reading and writing of numbers to 100, and the use of +, —, ×, ÷, and =; also the coins to ten cents; and pint, quart, gallon, inch, foot, and yard.

Use ideas of *Primary Number Lessons* to lesson 55. *Two Years with Numbers* and Hailman's *Primary Methods* for reference.

*Language*—Continue the work of the first year, making the reading and the Oral and Observation Lessons the basis of language. Correct faulty expressions, such as, I seen, I done, it's me, etc. Have pupils copy sentences, and paragraphs from the reading lessons, giving attention to the proper use of capitals, period, and question mark.

*Music*—See Music Manual.

#### SECOND YEAR—A CLASS.

*Reading*—Complete the Revised Second Reader. Other work and instructions same as B Class. Teach sounds and diacritical marks.

*Spelling*—Continue the work of the previous term. Study the children's vocabularies and make these a basis of spelling.

*Numbers*—Review the work of the previous term, and take up numbers from 1 to 50. Teach addition, subtraction, multiplication, and division; sums, minuends, products, and dividends, not to exceed 60. Part taking to 7ths.

Teach the reading and writing of numbers to 100, and the use of +, —, ×, ÷, and =; also coins to one dollar; and pint, quart, gallon, inch, foot, and yard.

Use ideas of Primary Number Lessons to lesson 68, books in the hands of the pupils. Two Years with Numbers, and Hailman's Primary Methods for reference.

*Language*—Review and continue the work of the previous term. Write sentences and paragraphs from dictation. Reproduce in writing simple stories. Note common errors in speech by pupils, and give exercises to correct them.

*Music*—See Musical Manual.

#### SECOND YEAR—A AND B CLASSES.

*Supplementary Reading*—Appleton's Second Reader, Cyr's Second Reader, Johannot's Cats and Dogs, Wright's Seaside and Wayside No. 1, Bass's Stories of Plant Life, Pratt's Aesops Fables, Vols. 1 and 2, Badlam's Stories of Child Life, Book 3, Heart of Oak, Book 1.

*Writing*—Continue work as in first year. Spencerian "Vertical Shorter Course" Copy Book No. 1, for A class only.

*Drawing*—Bradfield's Drawing Book No. 2. National Blank Book. Dictation exercises. Drawing on blackboard. Drawing from objects.

#### ORAL AND OBSERVATION LESSONS.—

*Zoology*—Continue lessons on mammals. Compare the teeth of common mammals. Adaptation of different kinds of teeth to different

kinds of food. Have pupils distinguish between canivores, ungulates and rodents. Talk briefly about monkeys, kangaroos, etc., as very different forms of mammals.

*Botany*—Continue the work of the first year. Require pupils to draw and describe leaves, fruit, etc.

*Physiology*—Continue the work of the first year. Teach the necessity of proper mastication, of pure air, etc.; also the importance of correct attitude. Warn pupils against crooked backs. Use Pathfinder No. 1, to page 27 for reference.

In connection with observation lessons, continue to teach *color, form and modeling*.

*Morals and Manners*—Same as first year. Insist upon neatness in work as well as in person. Require politeness to teachers and schoolmates. Teach the simple rules of health, care of body, and table manners. Teach a few more maxims. Make use of little incidents that occur in the schoolroom and upon the playground, involving the question of right and wrong, to impress the moral virtues. Reference books same as first year.

*Physical Exercises*—See Manual of Exercises in Physical Culture.

### THIRD YEAR—B CLASS.

*Reading*—Use the Revised Third Reader to page 54. Words at head of lessons to be repeatedly pronounced, and their meaning clearly explained before the lesson is read or studied. Require pupils to make sentences containing such words, thus making valuable language lessons of the reading. Give special drill on words hard to pronounce, or commonly mispronounced, but do not stop the pupil in the middle of a sentence or paragraph. Continue drill in elementary sounds and diacritical marks as found in the reader. Aim to infuse animation by your example; this will go far to secure good expression, both of voice and face, and to break up the bad habit of hesitating and repeating. Frequent exercises in sight-reading, requiring the pupils to come forward and face the class, will do much to incite them to effort and inspire them with confidence. Pupils should read selections silently and afterwards give the thought orally. Short selections should be learned and recited once each month. Do all the work found in the reader.

*Spelling*—Continue as in the first and second years. Give much practice in writing words as pronounced by the teacher, the words being selected from reading, language and other lessons. Spell orally and in writing short sentences containing new words, dictated by the teacher.

*Numbers*—Review the work of the preceding term, and take up numbers thoroughly from 1 to 100. Teach addition, subtraction, mul-

tiplication, and division; sums, minuends, products, and dividends, not to exceed 100. Part taking to 9ths.

Teach the reading and writing of numbers to 1000, and Roman numerals to 100, also continue the use of  $+$ ,  $-$ ,  $\times$ ,  $\div$ , and  $=$ , and besides the units already taught, teach dozen, half-dozen, second, minute, hour, day, month, year, and time of day, by the clock.

Use Primary Number Lessons to lesson 87. Two Years with Numbers, for reference.

*Language*—Continue and enlarge upon the work of the first and second years, making the reading, and the Oral and Observation lessons the basis of language. Oral and written work should be carried along together, the latter growing out of the former. In both aim to secure happy expression, good arrangement and correct use of words. Teach the use of the paragraph, the apostrophe, and also the comma in a series of words. Give frequent dictation exercises involving all the points previously taught.

*Geography*—Teach local geography; cardinal points, shape of the earth; the name of our country, State, capital, county; and the definitions of island, continent, ocean and lake. Use pictures and models.

*Music*—See Music Manual.

### THIRD YEAR—A CLASS.

*Reading*—Use the Revised Third Reader, pages 54 to 101. Other work and instructions same as B Class.

*Spelling*—Continue as in the previous term, spelling orally, in writing, and by sound any and all words occurring in other lessons.

*Numbers*—Review the work of the preceding term, and take up numbers thoroughly from 1 to 144. Give much practice in addition, subtraction, multiplication, and division; sums, minuends, products, and dividends, not to exceed 144. Part taking to 12ths.

Teach the reading and writing of numbers to 10,000, Roman numerals to 100. Continue units previously studied, and teach ounce and pound. Drill thoroughly in complements of numbers, especially of 25, 50, and 100; addition and subtraction of U. S. money expressed in dollars and cents, with a view to making change; and also in addition, subtraction, and multiplication in the ordinary way of writing numbers under each other.

Primary Number Lessons to lesson 98. Two Years with Numbers for reference.

*Language*—Continue and enlarge upon the previous work. Give in writing the substance of the reading, and the Oral and Observation lessons.

Write stories from pictures and from imagination. Memorize, repeat, and reproduce selections in poetry and prose. Teach the use of this and that, these and those, do and does, isn't and arn't, doesn't and don't, etc.; also its, hers, ours, etc; and who, whose and whom. Teach letter forms; heading, salutation, body, subscription, superscription, and address. Note common errors in speech by pupils and give exercises to correct them.

*Geography*—Continue the work of the previous term. Teach from the map and globe, the oceans and continents. Teach the definitions of strait, bay, etc., the capital, four largest cities, two largest rivers, and two mountain ranges of California. The World and Its People, No. 1. The World by the Fireside, and The Seven Little Sisters for reference.

*Music*—See Music Manual.

### THIRD YEAR—A AND B CLASSES.

*Supplementary Reading*—Appleton's Third Reader, Johonnot's Feathers and Fur, Dutton's The World and Its People No. 1, Wright's Seaside and Wayside No. 2, Badlam's Stories of Child Life, Book 4, Foulke's Twilight Stories, Bass's Stories of Animal Life, Kelley's Leaves from Nature's Story Book, Vol. 1, Heart of Oak Book No. 2, Sewell's Black Beauty.

*Writing*—Practice the various movements of arm, hand and fingers, with pen held correctly. Copy from the blackboard. Write selections and dictated exercises. Use Spencerian Vertical Shorter Course, Copy Book No. 2 for B Class and No. 3 for A Class.

*Drawing*—Bradfield's Drawing Book No. 3. National Blank Book, Dictation Exercises. Drawing on blackboard. Object drawing.

### ORAL AND OBSERVATION LESSONS.—

*Zoology*—Review work of previous grades. Study feet of carnivores, ungulates and rodents. Give lessons on common birds; duck, hen, hawk. Let pupils compare these with each other and with mammals. Compare feet and bills, show adaptation, and classify. Give lessons on common insects—division of body. Collect cocoons.

*Botany*—Give lessons on leaves; Shape; Parts—blade, petiole, stipules; Margin—entire, notched; Frame—Pulp, skin; Venation; Arrangement on stem.

Give lessons on flowers. Select plants with perfect and somewhat conspicuous flowers. Teach rows of parts on stem and holder. Pay special attention to the study of parts; also to simple and odd kinds of flowers; the way flowers grow on plants: (1) stem, (2) no stems, (3) alone, (4) in bunches, (5) on sides, (6) at end. Let pupils draw parts and describe.



*Physiology*—Give instruction on evil effects of alcohol and tobacco. Pathfinder No. 1, to page 79 for reference.

In observation lessons teach *Form and Color*.

*Morals and Manners*—Illustrate when possible by incident or story—evil effects of deceit, lying, stealing, tattling, idleness, whining; forms of greeting; care for others' property; kindness; Golden Rule; respect for age; prompt obedience; politeness; courage in doing right; defending the weak. Use Gow's Primer of Politeness for reference.

*Physical Exercise*—See Manual of Exercises in Physical Culture.

#### FOURTH YEAR—B CLASS.

*Reading*—Use the Revised Third Reader, pages 101 to 151. Pupils may be taught, and called upon, to give synonyms for words in the lessons. Occasional concert reading of paragraphs that have been thoroughly taught may be practiced; also silent reading. Call upon pupils to read some instructive story to the class, making them feel it an honor, and use ingenuity in awakening an interest. Have pupils repeat after you, in concert, short sentences suitable for cultivating inflection and modulation and general voice training. Drill in vowel and consonant sounds not already learned. Short selections should be committed to memory and recited each month.

*Spelling*—Spell orally and in writing any and all words occurring in other lessons. Give attention to pronunciation, syllification, diacritical marks, and silent letters. Select words from the State Speller to page 23. Use the American Spelling Blank with pen and ink.

*Numbers*—Review the work of the previous term, and make the pupils proficient in all the tables to and including 12. Give much practice in addition, subtraction, multiplication, and division; the multiplicand and dividend not to exceed 10,000; the multiplier and divisor not to exceed 100. Part taking to 12ths.

Teach the reading and writing of numerals to millions, Roman numerals to 1,000. In teaching the subject of long division use such divisors as 21, 31, 41, 32, 42, 52, etc., until the pupils are prepared for more difficult examples.

Primary Number Lessons to page 141, except lessons 102, 103, 104, and 110. Advanced Arithmetic to page 62 for reference.

*Language*—Continue and enlarge upon the previous work, giving much oral and written reproduction of the substance of other lessons. Teach the use of quotation marks, in whole and broken quotations; the hyphen in words and at the end of a line; sentences—declarative, interrogative, imperative, and exclamatory. Teach pupils to recognize nouns, pronouns, verbs, adverbs, and adjectives. Continue dictation





**CALISTHENICS, SEVENTH AND EIGHTH YEAR PUPILS, SAN PEDRO STREET SCHOOL.**

exercises. Letter writing to real absent persons at least once in two weeks.

Lessons in Language to lesson 48.

*Geography*—Review the work of the previous term. Give simple talks on the universe as a whole, and the position of the world. Illustrate the revolution and rotation of the earth. Teach the surface of the earth, of what it is composed, what is found on the land as, towns, railroads, etc., what is found in the water, and the use of water as a means of travel. Locate the oceans and the grand divisions of land; a mountain range, a large river, two or three important countries, and two or three important cities in each grand division. Name and locate the principal cities and towns in Los Angeles county, and mention the leading products and manufactures of the same. Give talks on current events, locating countries mentioned.

The World and Its People No. 2, and The World by the Fireside, for reference.

*Music*—See Music Manual.

#### FOURTH YEAR—A CLASS.

*Reading*—Complete the Revised Third Reader from page 151. Other work and instructions same as B Class.

*Spelling*—Continue as in the previous term and select words from the State Speller, pages 23 to 45. Use the American Spelling Blank with pen and ink.

*Numbers*—Review the work of the previous term. Extend work in multiplication and division; the multiplicand and dividend not to exceed 1,000,000, the multiplier and divisor not to exceed 1000, and read results. Primary Number Lessons completed. Advanced Arithmetic to page 62 for reference.

*Language*—Review and continue the work of the previous term. Teach abbreviated words, and plural and possessive forms. Develop outlines and have pupils write compositions illustrating them with their own drawings. Letter writing, at least once in two weeks. Give careful attention to paragraphing and the use of capitals, the period, the question mark, the comma, the quotation mark, the hyphen, the apostrophe. Lessons in Languages to lesson 95.

*Geography*—Review the work of the previous term. Teach cardinal points on maps, and locate grand divisions and oceans with reference to one another—as, east of, west of etc. Teach the countries of North America; their capitals, largest cities, chief industries, exports, and imports; the five largest rivers, five great lakes, and three mountain ranges. Take imaginary trips to San Francisco, New York, New Or-

leans, Chicago, Mexico, London, Paris and Yokohama. Locate California. Teach name and location of its most important mountain ranges, rivers, cities, bays, products, manufactures, imports and exports.

Second Period: Use Elementary Geography to North America, page 34.

The World and Its People, No. 2, and The World by the Fireside for reference.

*Music*—See Music Manual.

#### FOURTH YEAR--A AND B CLASSES.

*Supplementary Reading*—Appleton's Fourth Reader, Dutton's The World and Its People No. 2, Wright's Seaside and Wayside No. 3, Kelley's Leaves from Nature's Story Book, Vol. 2, Firth's Stories of Old Greece, Sewell's Black Beauty, Heart of Oak Book, No. 3.

*Writing*—Continue same as in third year. Use Spencerian Vertical Shorter Course Copy Book No. 4 for B class and No. 5 for A class.

*Drawing*—Dictation Exercises. Bradfield's Drawing Book No. 4. First Lesson in Design—with circle. Drawing on blackboards. Drawing from objects.

#### ORAL AND OBSERVATION LESSONS—

*Zoology*—Review lessons on birds. Branch—Vertebrates. Class—Birds. General characteristics. Comparison of feet. Orders—Waders, swimmers, runners. Lessons on common insects. Division of body. Cocoons collected. Metamorphosis.

*Botany*—Review. Teach the development of the pistil into the fruit. Fruits, seeds, different kinds of stems—woody and herbaceous. Distinguish deciduous and evergreen trees.

*Physiology*—Finish Pathfinder No. 1.

*Morals and Manners*—Tell suitable stories, repeat maxims, insist upon general neatness, and pure and chaste language. Use Gow's Primer of Politeness for reference.

*Physical Exercises*—See Manual of Exercises in Physical Culture.

#### FIFTH YEAR—B CLASS.

*Reading*—Use Revised Fourth Reader to page 50. Require pupils to write all new words, with synonyms and definitions, to be read and criticised as a part of the recitation. Each pupil should have a dictionary, and be taught how to use it. Require them to reproduce the subject matter of all pieces read. Have the lesson read once through, sub-

stituting for principal words synonyms or brief definitions. Practice freely the concert exercise of short sentences for training the voice, requiring your rendering to be closely imitated. Use sight reading as often as practicable, from suitable periodicals or books. Pupils should be able to read an ordinary newspaper article with readiness and intelligence. Try to make all recitations pleasant by varying their character and avoiding monotony. Use silent reading.

*Spelling*—Spell orally and in writing any words occurring in other lessons. Continue pronunciation, syllabification, and diacritical marks. Have spelling contests occasionally. Select words from State Speller pages 45 to 65. Use American Spelling Blank with pen and ink.

*Arithmetic*—1. Review the work of the fourth year. Teach factors, G. C. F., multiples, L. C. M., change fractions to equivalent fractions having higher and lower terms, and to those having a common denominator.

2. Teach addition, subtraction, multiplication, and division of fractions, both common and decimal, using small numbers. Interchange common and decimal fractions.

Advanced Arithmetic to page 91.

*Language*—Review the work of the previous term. Give much practice in reproduction and composition work from other studies. Continue letter writing at least once in two weeks. Drill in the use of sentences to express present, past and future time; when, where, how and why; singular and plural forms of nouns and pronouns; and possessive forms of nouns and pronouns.

Lessons in Language to lesson 20, Part II. Finish Part I the first period. Powell's How to Write, Part I, for reference.

*Geography*—1. Review the work of the previous term. Teach North America and the United States to California.

2. Teach California.

Elementary Geography, pages 32 to 88. Model all natural divisions.

The World and Its People, No. 3, and The World by the Fireside for reference.

*Music*—See Music Manual.

#### FIFTH YEAR—A CLASS.

*Reading*—Use the Revised Fourth Reader, pages 50 to 103. Have much sight-reading. Other work and instructions same as B Class.

*Spelling*—Continue as in the previous term, and select words from State Speller, pages 65 to 85. Use the American Spelling Blank with pen and ink.

*Arithmetic*—Continue the work of the previous term, taking it up in about the same order, using larger numbers. Common denominators, however, should usually not exceed 144.

Advanced Arithmetic, pages 91 to 119. Contracted division of decimals and short methods in multiplication, except the first one, may be omitted. Use Thompson's Intellectual Arithmetic.

*Language*—Continue the work of the previous term. Observe Author's days and learn and recite suitable quotations. Drill in the use of the present and past forms of the verbs: to see, blow, draw, grow, know, beat, break, fall, freeze, write, choose, drive, fly, give, go, ride, shake, speak, forsake, rise, steal, take, tear, wear, come, drown, attach, lie, sit, teach, learn, like and love.

Complete Lessons in Language and review the whole book, taking the review for the second period. Powell's How to Write, Part I, for reference.

*Geography*—Review the work of the previous term. Teach British America, Mexico, Central America, and South America.

2. Teach Europe, Asia, Africa, and Oceania.

Complete the Elementary Geography from page 88. Use The World and Its People No. 3, and books named in the Geography for Supplementary reading. Have pupils draw profile and outline maps sketching them rapidly, and locating only important features. Considerable attention should be given to modeling.

*Music*—See Music Manual.

#### FIFTH YEAR—A AND B CLASSES.

*Supplementary Reading*—Dutton's The World and Its People, No. 3, Wright's Seaside and Wayside, No. 3, Johnnot's Wings and Fins, Kelley's Leaves From Nature's Story Book, Vol. 3, Hooker's Child's Book of Nature, Heart of Oak, Book No. 3, Wagner's Pacific History Stories.

*Writing*—Continue movement exercises. Use Spencerian Vertical Shorter Course No. 6, for B Class and No. 7, for A Class.

*Drawing*—Bradfield's Drawing Book, No. 5. Dictation. Fine Drawing. Blackboard drawing. Exercises in Designing. Drawing from objects.

#### ORAL AND OBSERVATION LESSONS.—

*Zoology*—Continue study of typical forms of bird life. Continue work with insects. Let pupils observe, compare and describe.

*Botany*—Study roots; the plant as a whole; annuals and perennials. Continue comparison of different specimens. Write descriptions. See Powell's *How to Write*. Outline page 200.

*Physiology*—Instruction on alcohol and tobacco. The human skeleton. Pathfinder No. 1 to page 57 for reference.

*Morals and Manners*—Give conversational lessons on politeness and rules of deportment at home and in public places. Illustrate by common incidents of noticeably good or bad behavior. Keep neatness prominent; of person, desk, books, papers, etc. Use Gow's *Primer of Politeness* for reference.

*Physicial Exercises*—See Manual of Exercises in Physical Culture.





## GRAMMAR DEPARTMENT

Time For Each Class One-Half Year (20 Weeks.)

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### SIXTH YEAR—B CLASS.

*Reading*— Use Revised Fourth Reader, pages 103 to 152. Encourage pupils to use dictionaries. Pay special attention to the character of each selection, adapting the style of reading to the sentiment of the piece. Make occasional use of concert reading of choice selections. Continue elocutionary drill in modulation, inflection, enunciation, and emphasis.

*Spelling* — Spell orally and in writing any words occurring in other lessons. Have occasional spelling contests with other classes in the same building. Spell many words by sound, and indicate sounds by markings. State Speller, pages 85 to 105. Use American Spelling Blank with pen and ink.

*Arithmetic* —1. Review thoroughly the work of the fifth year. Teach bills, linear and square measures, surveyor's long and square measure, and carpeting, using practical problems in connection with each.

2. Teach cubic, lumber, and liquid measures, avoirdupois and Troy weights, and circular and time measures, using practical problems in connection with each.

Advanced Arithmetic, pages 119 to 158, omitting plastering, stone and brick work, longitude and time, and the metric system.

Accompany each topic with Thomson's Intellectual Arithmetic.

*Language*— The Revised Grammar to page 54, taking to page 27 the first period. Give attention to letter writing and composition writing. Powell's How to Write, Part II, for reference.

*Geography*—1. Advanced Geography, pages 92 to 104.

2. Review and take Advanced Geography, pages 104 to 119.

Use Library books for reference and supplementary reading.

*Music*—See Music Manual.

### SIXTH YEAR—A CLASS.

*Reading*— Complete the Revised Fourth Reader from page 152. Other work and instructions same as in B Class.

*Spelling*—Continue as in the previous term and take the State Speller, pages 105 to 125. Use the American Spelling Blank with pen and ink.

*Arithmetic*—1. Review fractions, decimals, and compound numbers. Teach township and subdivisions; addition, subtraction, multiplication, and division of compound numbers.

2. Teach longitude and time, United States money, general analysis, simple proportion, and partnership.

Advanced Arithmetic, pages 158 to 181, omitting all difficult examples in proportion. Mental Arithmetic carried along in connection with written. Daily drill in rapid work.

Accompany each topic with Thomson's Intellectual Arithmetic.

*Language*—Review the work of the previous term and complete Part I. of the Revised Grammar, taking to page 54 the first period. Continue letter writing and composition writing. Powell's How to Write, Part II., for reference.

*Geography*—1. Review the work of the previous term. Study the Advanced Geography, pages 119 to 130, Africa.

2. Advanced Geography, pages 130 to 143 and review all of the 6th grade geography.

Use Library books for reference and supplementary reading.

*Music*—See Music Manual.

#### SIXTH YEAR—A AND B CLASSES.

*Supplementary Reading*—Dutton's The World and Its People No. 4, Chase's Stories of Industry, Johonnot's Stories of Heroic Deeds, and Flyers, Creepers and Swimmers, Pratt's American History Stories, Vol. I, Lewis's Information Reader, No. 1, Hawthorne's Tanglewood Tales, Butterworth's Zigzag Journeys.

*Writing*—Continue movement exercises. Pen-written copies (reproduced.) B Class use Nos. 1 to 17; A class Nos. 18 to 35.

*Drawing*—Bradfield's Drawing Book, No. 6. Dictation, limiting time. Drawing on blackboard. Designing with square. Drawing from objects.

#### ORAL AND OBSERVATION LESSONS—

*Zoology*—Review, Branch Vertebrata. Teach the characteristics of the two classes—Reptiles; Amphibia, metamorphosis of Amphibia. Teach characteristics possessed in common by mammals, birds, reptiles, amphibia. Let pupil observe, compare and describe. Study fly and grasshopper. Each pupil should have a specimen. Continue work with insects. Take up special study of beetle, butterfly and silk worm.

Draw, dissect, mount and describe. Reference—Colton's Zoology, Holder's Zoology.

*Botany*—Review the stem before studied. Distinguish between exogenous and endogenous plants. Apply to plants all the terms that have been used. Continue comparison of different specimens.

*Physiology*—Pathfinder No. 2. Cover work pages 57 to 109.

*Morals and Manners*—Teach energy, activity, directness of purpose, self-reliance, perseverance and endurance, as contributing to success in life; apply them to the performance of school duties. Show the evil effect of want of energy, indecision, laxity of purpose. Use same reference books as before.

*Physical Exercises*—See Manual of Exercises in Physical Culture.

#### SEVENTH YEAR—B CLASS.

*Reading*—Use Montgomery's Beginners' History. Selected lessons from the Old Third Reader. Pupils in this grade should learn something of the author of every piece studied. Appoint certain ones from day to day to find out and report to the class something more of the authors than the book gives—having them bring in and read suitable selections from their writings. Make the developing and training of voices the object of frequent and suitable exercises. The training of pupils in reciting declamations may be made a part of regular lessons in reading, care being taken in the selections. Use dictionaries freely.

*Spelling*—Spell orally and in writing any words occurring in other lessons. Continue spelling by sound, and the use of diacritical markings. State Speller, pages 125 to 145. Use the American Spelling Blank with pen and ink.

*Arithmetic*—1. Review thoroughly the work of the sixth year. Teach plastering, stone and brick work, proportion, and the theory of percentage.

2. Teach the application of percentage to profit and loss, commission, insurance, taxes, duties, interest, and problems in interest.

Advanced Arithmetic pages 181 to 214, omitting Stocks. Accompany each topic with Thomson's Intellectual Arithmetic.

*Language*—Old Grammar pages 67 to 106, taking to page 85 the first period. Continue letter writing and composition writing. Pupils should be encouraged to illustrate by pencil sketch the characters and pictures suggested in selections studied. Chittenden's Elements of English Composition for reference.





CALISTHENICS, EIGHTH YEAR PUPILS, ANN STREET SCHOOL.

*Geography*—1. North America and the United States, using the Advanced Geography pages 41 to 74.

2. Advanced Geography pages 74 to 92 and review.

Use Library books for reference and supplementary reading.

*Music*—See Music Manual.

#### SEVENTH YEAR—A CLASS.

*Reading*—Use Evangeline and selected lessons from the Old Third Reader. Other work and instruction same as B Class.

*Spelling*—Continue as in the previous term and take the State Speller, pages 145 to 168.

*Arithmetic*—1. Review the work of the previous term. Teach the application of percentage to stocks, partial payments, compound interest, and discount.

2. Teach accounts, exchange, average, powers and roots, square root and its application, cube root and its applications.

Advanced Arithmetic pages 214 to 247, omitting foreign exchange, average of payments, and long and difficult examples in stocks and partial payments. Accompany each topic with Thomson's Intellectual Arithmetic.

*Language*—Old Grammar pages 106 to 153, taking to page 128 first period continue and enlarge upon the work of previous term. Chittenden's Elements of English Composition for reference.

*Geography*—1. Advanced Geography, pages 5 to 41.

2. Review important parts of political geography.

NOTE:—The first term's work this year for A class should be such parts of the geography as have not heretofore been taken.

*U. S. History*—State Series to page 91. In History, teachers must take special pains to adapt their methods of instruction to the mental development of the pupils.

*Music*—See Music Manual.

#### SEVENTH YEAR—A AND B CLASSES.

*Supplementary Reading*—Chase's Stories of Industry, Vol. 2, Johannot's Claws and Hoofs, Stories of Our Country, and Stories of Other Lands, Lewis's Information Reader, No. 2, Lamb's Tales from Shakespeare, Pratt's American History Stories, Vols. 2 and 3, Coffin's Histories, Knox's Boy Travelers, Smith's Persons and Places in America and in Europe, and Butterworth's Zigzag Journeys.

*Writing*—Continue Movement exercises. Pen-written copies (reproduced). B class use Nos. 36 to 53; A class, Nos. 54 to 71.

*Drawing*—Bradfield's Book No. 7 and the American Drawing Book. Lessons in design. Blackboard Drawing. Dictation. Drawing from objects.

ORAL AND OBSERVATION LESSONS:—

*Zoology*—Review work of previous year, adding a class not already studied. Continue work with insects. Continue the special study of the beetle, butterfly, and silk-worm. Draw, dissect and describe. Reference Colton's Zoology; Holder's Zoology.

*Botany*—Same as sixth year.

*Physiology*—Teach Respiration and Circulation. Cover the work from pages 108 to 165, Pathfinder No. 2.

*Morals and Manners*—Give lessons on the rights of property; duties of citizenship; respect for authority; respect for age; filial obedience. Take advantage of current events to teach lessons in manners and morals. Use Gow's Manners and Morals for reference.

*Physical Exercises*—See Manual of Exercises in Physical Culture.

EIGHTH YEAR—B CLASS.

*Reading*—Use the Lady of the Lake, and pursue same general plan as in seventh year. Do not allow trashy selections to be recited or read. Careful attention to prose declamations.

*Spelling*—Daily exercises in lists of words from other lessons and from the Speller. Continue spelling by sound, and the use of diacritical marks.

*Arithmetic*—1. Review thoroughly square and cube root. Teach mensuration, and the miscellaneous problems except the more difficult ones.

2. Review thoroughly the important parts of arithmetic, and teach the units of the Metric System, giving simple problems to illustrate their use.

Accompany each topic with Thomson's Intellectual Arithmetic.

*Language*—Old Grammar, pages 153 to 209, taking to page 183 the first period. Review the work of the previous year. Chittenden's Elements of English Composition for reference.

*U. S. History*—State Series from Chapter XIV to XXIV.

*Music*—See Music Manual.

#### EIGHTH YEAR—A CLASS.

*Reading*—Use Dole's *The American Citizen*.

*Spelling*—Continue as in the previous term with daily exercises. Pupils should be able to spell any and all words occurring in other lessons.

*Geometry*—Hill's *Lessons in Geometry* to polygons.

*Language*—Complete the *Old Grammar* from page 209, taking to page 255 the first period. Review important parts of grammar. Give much practice in reproduction, paraphrasing, changing figurative to plain language and the reverse, and in developing pictures sketched by the author. Chittenden's *Elements of English Composition* for reference.

*U. S. History*—Finish the book. Montgomery's *Leading Facts in American History* for reference.

*Music*—See Music Manual.

#### EIGHTH YEAR—A AND B CLASSES.

*Supplementary Reading*—Johonnot's *Stories of Olden Times and Ten Great Events*, Irving's *Sketch Book*, Lewis's *Information Reader* No. 3, Coffin's *Boys of '61*, etc., Burt's *Literary Land Marks*, Matthew's *Introduction to American Literature*.

*Writing*—Continue movement exercises. Pen-written copies (reproduced). B Class use numbers 72 to 89; A Class, numbers 90 to 108.

*Drawing*—Bradfield's *Drawing Book* No. 8. Lessons in designing from natural objects. Dictation exercises. Drawing on blackboard. Drawing from objects.

#### ORAL AND OBSERVATION LESSONS.—

*Zoology*—Vertebrates reviewed. Study mollusks and radiates; also typical forms of insect life. Give special attention to insects injurious to California fruit trees.

*Botany*—Analyze, draw and press five new specimens. Teach plants useful in art, and medicinal plants.

*Physiology*—Teach the nervous system. Complete *Pathfinder* No. 7.

*Morals and Manners*—Adapt any of the suggestions in lower



grades on this subject that are suitable for your class. Give an occasional earnest talk (no set speeches). Remember that illustrations and facts are better than theories. Gow's *Morals and Manners* and Cowdery's *Moral Lessons* for reference.

*Physical Exercises*—See Manual of Exercises in Physical Culture.

NOTE—In all written work accept only the best the pupils can do.

NOTE—In every department of the schools, the physical and moral should take precedence of the intellectual.



# HIGH SCHOOL

## Authorized List of Text Books

FOR THE HIGH SCHOOL.

1896-7

### MATHEMATICS.

Wentworth's School Algebra, latest edition.....	\$ 1 25
“ Plane and Solid Geometry, latest edition.....	1 40
“ Trigonometry and Tables, (cloth).....	1 00

### ENGLISH.

Mead's Elementary Composition and Rhetoric.....	1 00
Gayley's Classic Myths.....	1 65
Eclectic Roger de Coverley.....	25
Lay of the Last Minstrel, Rolfe, 75c; Ginn.....	35
Bates' Merchant of Venice.....	40
Arden's Julius Cæsar, (cloth).....	45
“ Macbeth .....	45
Alhambra, (Seaside).....	20
Burt's Newcomes.....	75
Houghton, Mifflin & Co's Snow-Bound.....	15
“ “ Vision of Sir Launfal.....	15
Bell's Comus.....	50
Meiklejohn's History of English Literature.....	45
Cassell's Ed. Essay on Warren Hasting.....	10
Byron's Prisoner of Chillon.....	15
Syle's From Milton to Tennyson.....	1 25
Bradley's Orations and Arguments.....	1 25
Silas Marner, (Longman's).....	
Burroughs' Birds and Bees, (Riverside).....	15
Macaulay's Lays of Ancient Rome.....	30
Reed's Word-Building.....	40
Holmes' Grandmother's Story of Bunker Hill, (Riverside).....	15
Webster's First Bunker Hill Oration.....	15

## HISTORY.

Outlines of Mediæval and Modern History—Myers.....	1 65
Ancient History for Colleges and High Schools—Myers & Allen...	1 65
Fiake's Civil Government in U. S.....	1 25
Laughlin's Political Economy.....	1 35
Montgomery's Leading Facts of American History.....	1 15
“ “ “ “ English History.....	1 25

## SCIENCE.

Gage's Principles of Physics.....	1 45
Remsen's Elements of Chemistry.....	1 40
Rattan's California Flora.....	1 50
Young's Lessons in Astronomy.....	1 30
Physiology State Series.....	60
Foster & Shores's Physiology.....	90
Campbell's Structural Botany.....	1 25
Eclectic Physical Geography.....	1 10
Le Conte's Compend of Geology.....	1 35

## DRAWING.

Bartholomew's Drawing Books, No. 3, 14, 15, 16, and 17.....	15
“ “ “ “ 18.....	25
American Blank Drawing Book.....	25

## LATIN.

Collar and Daniell's First Latin Book, latest edition.....	1 10
Allen & Greenough's Latin Grammar “ “ .....	1 30
“ “ Cicero “ “ .....	1 40
Greenough's Virgil, latest edition.....	1 75
Daniell's Latin Composition, latest edition.....	1 20
Arrowsmith & Whicher's First Latin Readings.....	1 40
Jones's Latin Prose Composition.....	1 25

## GREEK.

White's First Lessons in Greek.....	1 30
Collar & Daniell's Greek Prose Composition.....	1 00
Goodwin's Greek Grammar.....	1 65
“ Xenophon's Anabasis with Vocabulary.....	1 65
Keep's Homer's Iliad.....	1 80
Blake's Homer's Lexicon.....	1 10

## GERMAN.

Harris' German Composition.....	55
Joynes-Meissner German Grammar.....	1 25
Boisen's Preparatory German Prose.....	1 00

Fritz auf Ferien (Heath).....	25
Klenze's German Lyrics (Holt).....	1 00
Heine's Die Hartz Reise (Heath).....	25
Klee's Deutsche Heldesagen (MacMillan).....	75
Goethe's Gotz Von Berlichingen (MacMillan).....	65

## FRENCH.

Keetel's Elementary French Grammar.....	1 25
Morceaux Choisis de Daudet.....	85
About's Le Roi de Montagnes.....	60
Hennequin's Idiomatic French Composition.....	1 00
Bocher's College Plays, (Mlle de la Seigliere), 25c; La Joie Fait Peur.....	25
Moliere's L'Avare.....	25
Worman's First French Book.....	45

## SPANISH.

Worman's First Spanish Book.....	45
Bransby's Second Spanish Book of the Worman Series.....	45
Monsanto & Languellier's Practical Course with the Spanish Language.....	1 40
Valera's El Pajaro Verde.....	35
Mantilla's Second Spanish Reader.....	60
Knapp's Modern Spanish Readings.....	1 65
De Torno's Spanish Grammar.....	1 25
Velasquez's Spanish Dictionary, abridged.....	1 50
Valera's Pepita Jiminez.....	50
Larra's Partir a Tiempo.....	35

## TEXT BOOKS FOR COMMERCIAL COURSE.

Williams & Rogers' Book-keeping (New complete).....	1 60
" " Commercial Law.....	1 15
" " 70 Lessons in Spelling.....	20
Tilden's Commercial Geography.....	1 40
Longley's Phonography.....	75
Packard's Commercial Arithmetic.....	1 40

## MISCELLANEOUS.

I. ELECTION OF COURSE—On entering the High School a regular course must be elected. A change may be made only at beginning of tenth year, unless in exceptional cases upon satisfactory reasons set forth in writing by parents or guardians. An elective course, subject to the approval of the principal may be chosen upon completion of the ninth year.

French and German must be begun at the regular time only, and continued through the course.

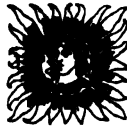
II. No pupil shall be admitted to any class of the High School who has not completed the full work of one course in the preceding grades. Those who find class requirements too severe may spend three semesters doing the work of two. Pupils from High Schools, accredited by the State University, are admitted to corresponding grades without examination.

III. GRADUATION—Pupils are graduated upon satisfactory completion of any regular course. Those who take an elective course will receive diplomas upon completing an amount of work equivalent to one of the regular courses.

Limited course diplomas will be issued to those who complete satisfactorily the three years' commercial course.

IV. RHETORICAL EXERCISES—All pupils may be active members of the "Star and Crescent Literary Society." Every regular graduate who has commendably fulfilled his society duties will be publicly presented with a gold star and crescent pin, the badge of the Alumni Association. This society shall be subject to such rules and regulations as may be prescribed by the High School faculty and the Superintendent of Schools.

V. ADMISSION TO COLLEGE—Graduates are at present admitted on the Principal's recommendation, without examination, to all courses of the State University at Berkeley and to Stanford, Smith, Wellesley, Vassar, Hamilton, Syracuse, Brown and Colby.



# COURSE OF STUDY

## NINTH YEAR AND HIGH SCHOOL—1896-7.

	CLASSICAL	LATIN	SCIENTIFIC	ENGLISH	COMMERCIAL
<b>B-9</b>	1 Algebra 2 English 3 Composition 4 Latin 5 Drawing and Sloyd	1 Algebra 2 English 3 Composition 4 Latin 5 Drawing and Sloyd	1 Algebra 2 English 3 Composition 4 Botany 5 Drawing and Sloyd	1 Algebra 2 English 3 Composition 4 Botany 5 Drawing and Sloyd	1 Commercial Arithmetic 2 Forms and Correspondence 3 Commercial Geography 4 Penmanship and Drawing 5 Sloyd
<b>A-9</b>	1 Algebra 2 English 3 Latin 4 Physical Geography 5 Drawing and Sloyd	1 Algebra 2 English 3 Latin 4 Physical Geography 5 Drawing and Sloyd	1 Algebra 2 English 3 Physiology 4 Physical Geography 5 Drawing and Sloyd	1 Algebra 2 English 3 Physiology 4 English History 5 Drawing and Sloyd	1 Book-Keeping or Arithmetic 2 Grammar and Correspondence 3 Algebra 4 Physical Geography 5 Drawing and Sloyd
<b>B-10</b>	1 Geometry 2 Latin 3 English 4 Greek History 5 Physiology	1 Geometry 2 Latin 3 English 4 Greek History 5 Physiology	1 Geometry 2 French, German or Spanish 3 English 4 Greek History 5 Physiology	1 Geometry 2 Physical Geography 3 English 4 Greek History 5 Physiology	1 Book-Keeping 2 A Modern Language or English 3 Algebra 4 Stenography or Physiology 5 Drawing
<b>A-10</b>	1 Geometry 2 Latin 3 Greek 4 Roman History	1 Geometry 2 Latin 3 English 4 Roman History	1 Geometry 2 French, German or Spanish 3 English 4 Roman History 5 Drawing	1 Geometry 2 Book-Keeping 3 English 4 Roman History 5 Drawing	1 Book-Keeping 2 A Modern Language or English 3 Civics 4 Commercial Law 5 Stenography or Drawing
<b>B-11</b>	1 Algebra 2 Latin 3 Greek 4 English	1 Algebra 2 Latin 3 Medieval History or English 4 Chemistry	1 Algebra 2 French, German or Spanish 3 Medieval History or English 4 Physics	1 Algebra 2 English 3 Medieval History 4 Physics	1 Book-Keeping 2 American History 3 Physics or Chemistry 4 A Modern Language or English 5 Stenography and Type-writing or Drawing

(Continued from preceding page.)

A-11	1 Latin 2 Greek 3 Modern History 4 Civics	1 Latin 2 Solid Geometry or English 3 Modern History or Chemistry 4 Civics	1 Physics 2 French, German or Spanish 3 Solid Geometry or Botany 4 Modern History 5 Drawing	1 Physics 2 English 3 Solid Geometry or Botany 4 Modern History 5 Drawing	1 A Modern Language or American History 2 Political Economy 3 Physics or Chemistry 4 English 5 Stenog. and Type-Writing or Drawing
	1 Physics 2 Latin 3 Greek 4 English	1 Physics 2 Latin 3 English 4 Trigonometry or American History	1 Chemistry 2 American History 3 English, German or French 4 Civics	1 Chemistry 2 American History 3 English 4 Civics	On completion of this course a limited diploma will be granted. Pupils who complete this course may pursue additional studies, and when a sufficient number have been taken to equal one of the regular courses, a full diploma will be given.
A-12	1 Physics 2 Greek 3 Latin 4 English	1 Physics 2 English 3 Latin 4 Political Economy or Astronomy and Geology	1 English 2 Chemistry 3 Political Economy or Astronomy and Geology 4 Physics or Trigonometry 5 Drawing	1 English 2 Chemistry 3 Political Economy or Astronomy and Geology 4 Physics or Trigonometry 5 Drawing	
	1 Physics 2 Greek 3 Latin 4 English	1 Physics 2 English 3 Latin 4 Political Economy or Astronomy and Geology	1 English 2 Chemistry 3 Political Economy or Astronomy and Geology 4 Physics or Trigonometry 5 Drawing	1 English 2 Chemistry 3 Political Economy or Astronomy and Geology 4 Physics or Trigonometry 5 Drawing	

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1. Pupils should choose one of the five regular courses. An elective course will be allowed only in urgent cases.
2. The number of recitations per week in each subject is five, except in Drawing, Penmanship, and B to Physiology in which instruction is given twice, and in Sloyd in which instruction is given once a week.
3. Latin and Greek are required for admission to the College of Letters of the State University; Latin for the College of Social Sciences and the College of Natural Sciences; English, German, French or Latin for the Colleges of Civil Engineering, Agriculture, Chemistry, Mining and Mechanics. German and French may be taken as a substitute for Latin for admission to the College of Natural Sciences by pupils who will graduate no later than 1898.
4. Pupils who take Latin may take a modern language as an option for a part of the course in History, but will be required to take five subjects for one semester.

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## AN OUTLINE OF THE COURSE IN ENGLISH.

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*Arranged for four years' work, each term presupposing thorough knowledge of previous work.*

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### NINTH YEAR—B CLASS.

I. LITERATURE AND EXPRESSION.—Scott's Lay of the Last Minstrel. Some desired results: Knowledge of the Geographical and historical setting and of Scotch customs and superstitions. Ability to trace allusions. Appreciation of Scott's descriptions of scenery and action; of strange words used; of the beauty of other words he has chosen, and of some of his poetical devices. Alliteration, line rhyming, change of measure, the use of figures. Reading that is a pleasure to the reader and listener. Large portions committed to memory. Acquaintance with Scott's history, so that his truthfulness of detail and love of home and country may be felt. Finally, a love for Scott and a feeling that poetry may be worth reading, after all.

II. WRITTEN WORK —Narrative and descriptive subjects are to be taken from The Lay of the Last Minstrel, supplemented by newspaper paragraphs on local occurrences and descriptions of pictures, rooms and buildings from observation. Truthfulness in the matter and neatness and correctness in the form should be exacted.

III. DICTIONARY WORK.—Immediate recognition of the value of the diacritical marks and correct pronunciation of the sounds of the letters should be secured in this grade. Exercises should be assigned that will require the pupils to use Webster's Unabridged, Skeat's and the Century Dictionaries.

Word work on Latin roots from Kellogg and Reed's Word-Building twice a week.



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A CLASS.

I. LITERATURE AND EXPRESSION.—1. Irving's Alhambra. Knowledge of Moorish and Spanish scenery, architecture, customs and legends. Study of unfamiliar and metaphorical uses of words. Reproductions of the descriptions and stories, illustrated by the pupils. Sketches of Spanish Life in Southern California, imitation of Irving's style.

2. Whittier's Snow Bound. Study of New England winter scenery and life. Exposition by comparison and contrast.

II. WRITTEN WORK.—That which is prescribed with the literature, and exercises for the practical application of the grammar lessons. Simple principles for the construction of the descriptive essay taught in this grade.

III. DICTIONARY WORK.—Continuation of B Ninth, with the addition of word-work in Greek and Anglo-Saxon roots.

IV. GRAMMAR.—Mead's Rhetoric. Simple, complex and compound sentences by analysis and synthesis; participles and infinitives; transposition and transformation of phrases and clauses; punctuation.

Pupils must be able to read intelligently, and to reproduce a simple description or narrative, spelling and punctuating it correctly, before they will be allowed to pass to a higher grade.

## JUNIOR YEAR—B CLASS.

I. LITERATURE AND EXPRESSION.—1. Gayley's Classic Myths. Knowledge of ancient history and geography. Ability to trace myths through different lands and ages in literature and art. Study of interpretations. The poetry read and much of it memorized. Reproductions, oral and written. Original stories attempted.

2. Byron's Prisoner of Chillon. Macaulay's Lays of Ancient Rome. Narrative poetry considered. Abstracts written. Study of the diction of these poems.

II. WRITTEN WORK.—As given in literature above. Exercises to illustrate rhetoric lessons. The simpler principles for construction of narrative essay taught.

III. RHETORIC.—Mead's Qualities of Style; Perspicuity and Imagery.

## A CLASS.

I. LITERATURE AND EXPRESSION.—1. Burroughs' Birds and Bees, Webster's First Bunker Hill Oration. Study Burroughs' for beauty of subject and simplicity of treatment; Webster for patriotism. Rules for paragraphing are to be deduced from these two authors.

2. Lowell's *Vision of Sir Launfal*. Memorizing of large portions. Analysis of imagery. Study of beauty in thought and language. Tennyson's *Holy Grail* read to the class and comparison made of the two poems.

3. Holmes' *Grandmothers' Story of Bunker Hill* and other poems, studied. Poems and prose extracts from other American authors read in class or assigned as home reading. A general view of American literature should be attained in this class.

II. WRITTEN WORK. Essays and illustrations for the rhetoric lessons from the prescribed reading. All written work should be required to conform to the laws for construction previously studied.

III. RHETORIC. Qualities of Style, completed; and Prosody. Essential difference between prose and poetry brought out in the study of the poems assigned.

#### MIDDLE YEAR—B CLASS.

I. LITERATURE AND EXPRESSION.—1. Shakespeare's *Merchant of Venice*. Training in dramatic reading. Study of Elizabethan grammar, verbal and other peculiarities and difficulties. Attention to imagery and prosody. Much memorizing. Ability to place prominent passages. Character sketches verified by quotation. Final tabulated analysis of entire plot.

2. Addison's *Sir Roger de Coverly*. Constitution of the *Spectator* Club. Social life of the period. Character sketches. Imaginary letters in imitation of the *Spectator*. Study of verbal peculiarities and the sentence.

3. Syle's *From Milton to Tennyson*, Goldsmith, Thomson, Cowper and Burns. Comments on the Poems and explanation of allusions. Abstracts and outlines. Memorizing of large portions.

In this, as in every other grade, some knowledge of the life of the author and of his other works is required.

#### A CLASS.

I. LITERATURE AND EXPRESSION.—1. Thackeray's *Newcomes* or George Eliot's *Silas Marner*. Class discussion of home reading. Oral and written debates on questions suggested by the author. Growth of character followed through the book, making the people, with their motives and influences on each other, more important than the story. Character sketches by descriptions and contrasts, oral and written. Study of English scenery and life. Discussion of literary style. Dictation. A review of grammatical forms.

2. Syle's *From Milton to Tennyson*; Dryden, Pope, Johnson, Gray, Clough, Arnold and Browning. Critical study.

In every class collateral home reading is prescribed. In addition, during the middle year, students are required to write four reviews on the year's reading.

#### SENIOR YEAR—B CLASS.

I. LITERATURE AND EXPRESSION.—1. Bradley's Orations and arguments. Three orations studied. Historical preparation. Principles for construction of orations and arguments deduced. Close study of Burke's methods of argument. Burke and Webster to incite love of logic and arouse patriotism. Analysis of paragraphing, sentence structure and diction. Much paraphrasing. Written and oral outlines, arguments, debates and orations on current topics, using orations studied as models. Three additional orations read for comparison and discussion.

2. Macaulay's Warren Hastings studied and the Earl of Chatham read, as pictures of their times. Macaulay's methods of securing clearness, force and beauty are to be brought out and applied in writing short biographies.

II. History of the English Language. Lonsbury and Meiklejohn used as guides. Diction of noted writers examined for illustrations.

#### A CLASS.

I. LITERATURE AND EXPRESSION.—1. Syle's From Milton to Tennyson; Milton, Coleridge, Wordsworth, Keats, Shelley, Tennyson and Milton's Comus, or two books of Paradise Lost. Studied critically. Much memorizing.

2. Shakespeare's Julius Cæsar or Macbeth. Study of historical and social setting; elementary facts about dramatic construction; development of the characters and the plot. Finding parallel passages in other plays. Discussions of interpretations. Two other plays read at home as material for written work and discussion.

II. History of English literature. An effort should be made to secure a general view of English literature, and to place in their proper relations the authors studied throughout the English course. Essays of Macaulay, Lowell, Stedman, Matthew Arnold and others used for aid in criticism. Reading of classic extracts to illustrate the history of literature.

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**OUTLINE OF LATIN COURSE.**

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**NINTH YEAR—B CLASS.**

Collar and Daniell's First Latin Book begun.

**A CLASS.**

Collar and Daniell's First Latin Book completed.

\*Arrowsmith and Whicher's First Latin Readings begun.

**TENTH YEAR—B CLASS.**

\*Arrowsmith and Whicher's continued.

Composition based upon First Latin Readings begun. Sight reading.

**A CLASS.**

\*Arrowsmith and Whicher's completed.

Composition completed.

**ELEVENTH YEAR—B CLASS.**

Cicero, Catiline, Orations, I, II, III.

Daniell's Composition, Part II, begun.

Post's Latin at Sight, begun.

**A CLASS.**

Cicero, Cataline, Oration IV. Oration *Pro Archia Poeta*. Post's Latin at Sight completed.

Daniell's Composition, Part II, concluded.

**TWELFTH YEAR—B CLASS.**

Virgil's *Æneid*, Books I, II, III.

Jones' Latin Prose Composition.

Prosody.

\*The Arrowsmith and Whicher edition which has the prose composition appended.

**A CLASS.**

Virgil's *Æneid*, Books IV to VI inclusive.

Jones' Latin Prose Composition.

Throughout the course special attention given to:

1. Vocabularies.
  2. The reading aloud of Latin text.
  3. Dictation.
  4. Composition.
  5. Latin at sight.
  6. Latin from hearing.
  7. Reading of books bearing on the subject.
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**OUTLINE OF GREEK COURSE.**

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**TENTH YEAR—A CLASS.**

White's First Lessons in Greek begun.

Goodwin's Greek Grammar for reference.

Mastery of grammatical forms, inflections and the simple principles of syntax.

**ELEVENTH YEAR—B CLASS.**

White's First Lessons in Greek completed.

Grammar continued.

**A CLASS.**

Anabasis, Books I and II. Especial attention given to oratio obliqua and conditional sentences. Reading at sight. Prose Composition—Collar and Daniell's.

**TWELFTH YEAR—B CLASS.**

Anabasis, Books III and IV, Collar and Daniell's.  
Prose Composition. Sight reading.

**A CLASS.**

Iliad, Books I, II and III. Structure of Homeric hexameter.

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**OUTLINE OF GERMAN COURSE.**

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**TENTH YEAR.**

Joynes-Meissner's Grammar to Syntax.  
German Comedy. Conversation.  
Reading. Written exercises.

**ELEVENTH YEAR.**

Joynes-Meissner's Grammar finished. Composition.  
Translation—Bernhardt; Novelletten Bibliothek, Vol. II. Lyrics.

**TWELFTH YEAR.**

Advanced Prose. Lyrics. Drama.

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**OUTLINE OF FRENCH COURSE.**

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**TENTH YEAR—A CLASS.**

Keetel's Elementary Grammar.  
Six of La Fontaine's Fables, committed to memory.  
Worman's First Book.

**ELEVENTH YEAR—B CLASS.**

Keetel's Elementary Grammar.  
Mlle de la Seigliere.  
La Josie Fait Peur.

**A CLASS.**

Keetel's Elementary Grammar completed.  
Daudet's Morceaux Choises.

**TWELFTH YEAR.**

Advanced Grammar.  
About's Le Roi des Montagnes.  
Noliere's L'Avare.  
Hennequin's Idiomatic French.  
Selections from French poets.

**OUTLINE OF SPANISH COURSE.**

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**TENTH YEAR—B CLASS.**

Worman's First Spanish.  
Monsanto's Spanish Grammar (begun).  
Exercises in composition and conversation.

**A CLASS.**

Bransby's Second Spanish Book (Worman Series).  
Valera's El Pajaro Verde.  
Monsanto's Spanish Grammar (continued).  
Exercises in conversation and letter writing.

**ELEVENTH YEAR—B CLASS.**

Knapp's Modern Spanish Readings (begun).  
Spanish Verb.  
De Tornos' Combined Spanish Method (begun).  
Original compositions in Spanish.  
Conversation.

**A CLASS.**

Knapp's Modern Spanish Readings (completed).  
De Tornos' Combined Spanish Method (completed).  
Original compositions in Spanish.  
Translating from English into Spanish.  
Debates and extempore addresses in Spanish.

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**OUTLINE OF MATHEMATICAL COURSE.**

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**NINTH YEAR—B CLASS.**

Wentworth's School Algebra to fractions.  
Special attention is given to the development of a clear idea of the meaning of the signs  $+$  and  $-$ , the solution of simple equations, and the understanding of the important subject of factoring.  
Pupils are required to perform many examples, for the purpose of fixing principles in the mind, and also of acquiring facility in operations.

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A CLASS.

Wentworth's School Algebra to radical expressions—page 225.

Special attention to fractions, simultaneous equations, practical problems, evolution and the theory of exponents.

## TENTH YEAR—B CLASS.

Wentworth's New Plane Geometry, Books I and II. (On account of the great educational value of this subject, special attention is given throughout the course, to the development of the reasoning faculty).

Much carefully graded original work is required.

## A CLASS.

Wentworth's New Plane Geometry. Books III, IV and V, with supplementary exercises.

## ELEVENTH YEAR B—CLASS.

Wentworth's School Algebra, completed.

## A CLASS.

Wentworth's New Solid Geometry, completed.

## TWELFTH YEAR B—CLASS.

Wentworth's New Plane Trigonometry.

The development of formulae of plane trigonometry, the solution of plane triangles, thorough drill in proving trigonometric identities and the solution of trigonometric equations.

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OUTLINE OF SCIENCE COURSE.

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## BOTANY.

Most of the work of the course in Botany is done in the laboratory and in the field. Written descriptions and drawings are required of each student. The outline for the work is furnished by the teacher and varies according to the season, the most available material being used. The ground covered comprises the most fundamental facts of germination growth, morphology and development of flowering plants, together with a brief study of the lower orders of plants. Microscopic work forms an important feature.



### PHYSICAL GEOGRAPHY.

Physical Geography was placed in the first year of the Course of Study with the thought that those scholars who are not able to complete the course will thus obtain some general knowledge of science. A course of laboratory work has been planned for the present year including a study of storm paths by the aid of monthly weather reviews, making of weather maps, construction of relief maps, construction of charts, of tidal movements and a study of erosion and weathering in the field.

### PHYSIOLOGY.

The course in Physiology is for ninth year students. Anatomy is studied by practical work in dissecting joints, muscles, hearts, eyes, lungs and brain. The cabinet of the school contains excellent compound microscopes for the study of the cell structure of the tissues. Proper attention is paid to Hygiene and Physiology.

### PHYSICS.

The time devoted to Physics is as nearly as possible that suggested by the State University, devoting to Mechanics twelve weeks, to Heat five weeks, to Sound five weeks, to Light nine weeks and to Electricity and Magnetism nine weeks. The course provides for six hours work per week, recitation periods being sixty minutes each. About one-half of the time is devoted to laboratory work. The laboratory is well fitted up with excellent tables and good apparatus.

### CHEMISTRY.

The course in Chemistry is devoted to the elementary principles of the Science with a brief introduction to Analytical work. Laboratory work and recitations supplement each other, each occupying about one-half of the time given to the subject. Wherever possible experimental work precedes the recitation.

### GEOLOGY.

In the past, field work has consisted in the mapping of the strata in different parts of the city and in excursions to adjacent places of interest. It is planned in the near future to fit up a laboratory for the study of the principal minerals and of characteristic fossils of the different geological ages.

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**ASTRONOMY.**

Hitherto, High School classes have enjoyed the privilege of using the six inches telescope at the State Normal School. At a moderate cost students can occasionally visit Mt. Lowe Observatory under the direction of Dr. Swift. The Astronomical section of the Southern California Academy of Sciences encourages students to attend its monthly meetings.



## HIGH SCHOOL ALUMNI.

### CLASS OF 1875.

Yda Addis (Storke)	Lillie Miliken (Coulter)
Henry O'Melveny	Addie Gates*
Jessie Peel (Church)	Henry Leck
Mary Thomas (Brown)*—7	

### CLASS OF 1876.

Olive Gibson (Marshall)	Mary Chauvin*
M. Eva Myers (Eshelman)	Helen White (Del Valle)—4

### CLASS OF 1877.

Ella Adams (Sippy)	Nannie Strauss (Dunsmoor)
Birdie Austin (West)	Edward Rimpau
Fannie Bernstein (Flater)	Frank Rimpau
Emma Whisler (Gillson)	George Williamson
Fannie Benjamin	Nelson Williams
Nannie White (Northcraft)	Kate Caystile (Porter)—12

### CLASS OF 1878.

Betty Anderson (Lewman)	Albertine Haley (Pironi)
Andrew Glassell	Ada Connor (Patten)
Fannie Kalisher (Livingstone)	Glassell Patton
Lulu Ferguson (Hayes)	Claudina Rimpau*
Abram Edelman	Hugh Glassell—10

### CLASS OF 1879.

Kate Brousseau	Nettie Morey (Deming)
Arthur Bent	Mary E. Foy
Jessie Overman (Collins)	A. Scott Chapman
Ella Gird (Lamb)	George D. Howland
Jennie Greenbaum (Spiers)	Carrie Smith

Charles Bell—11

### CLASS OF 1880.

Ada Biles (Marshall)	Rebecca Laventhall
Albert Clapp	Nellie Curtis (Rorick)
Sara C. Reese	William Grosser
Lulu Entwistle (Hinton)	Lizzie S. Thayer
Maurice Hellman	Jessie Gibson (Dunham)
Mamie Woodworth (Woods)	Edward Merve
Edith Hadley	Henrietta Rosson (Wood)

Robert Strauss—15

\*Deceased.

## CLASS OF 1881.

Linda Austin (Heald)	Adele Condit (Bloeser)
William Batchelor	Adele Behn
Josephine Dryden	Casper Cohn
Birdie Connor (Eversole)	Mary A. Gilday
Herman Heinsch	Belle Childs (Knox)
Bertha Hellman (Meyberg)	Theodore Savage
Dillie Chick (Patton)	Evelyn Lothian (Mock)
Richard Stephens	Mattie Coffman
Alice Weil	Harry Tibbetts

Lizzie Weston—19

## CLASS OF 1882.

Elma Ball (Stewart)	Mabel L. Hall (Forsyth)
John M. Averill*	Hanna P. Ball (Harris)
Benjamin C. Bryant	Laura Meyer (Loewenthal)
Bentinck Boyd	Effie M. Baxter (Belvin)
Ella Newmark (Seligman)	Robert R. Dominguez
Ada F. Barrows	Adele O'Melveny
Fred Fisher	Margaret J. Davis (Ralphs)
Allie Richardson	Leland N. Kercheval
Clara Stoltenberg	Lizzie Pickering (Davids)
Emma Fleishman (Elder)	Laura E. Thomas (Carter)
Jeannette Lazard (Lewin)	Agnes J. Wilson

Lowman Nevin—23

## CLASS OF 1883.

Anna Alward (Eames)	Lucinda Foy (Herron)*
Margaret Phillippson	Della Baker
Emma Grebe	Edmonia Price
Belle Borton	Mary Green (Frost)
Edward J. Harper	Minnie S. Baxter
Anna Morrison (McClatches)	Louis Mendelson
Josephine Dol	Loretta Newell (McPeck)
William A. Ryan	Adolph Strauss—16

## CLASS OF 1884.

Minnie L. Ames	Florence Potts
John B. Frick	Eva Byram
Gertrude Taft	Rudolph C. Heineh
Margaret L. Craig	Helen M. Thornton (Beebe)
Herman Kerckhoff	Annie S. Field
Albert G. Lang	Alice C. Fitch
Nellie Weston	Harry H. Mayberry
Pearl Kent (McClain)	Jessie Yarnell
Edward E. Milner	Ella Lechler (Leslie)

\*Deceased.

CLASS OF 1884—*Continued*

Charles P. Bagg	George J. Philbin
Amanda Mathews	Ben. P. Coulter
Guy O. Bose	G. J. Mueller (Waldenfels)

David Edelman—25

## CLASS OF 1885.

Ada E. Baxter (Bryant)	Alice C. Miller
Clinton A. Bradley	Ina M. Baxter (Boal)
Minnie S. Moody (Bridge)*	Edward R. Bradley
H. N. Beckett (Trefethen)	Caroline A. Mueller (Berklien)
Jesse D. Burks	Lulu L. Frick (Pierce)
Lillie A. Newell (Kimball)	Arthur C. Harper
Minnie A. Hamilton (Harper)	Leslie R. Hewitt
Anna L. Hazeltine (Clark)	Mary Ogden (Ryan)
Charles Lantz	Camilla Hellman
Marian Otis (Chandler)	Edward Railton
May McCellan	Ellen N. Reavis
Thomas E. Rowan	Ella Stoltenberg
T. Berry Boal	Annie L. Tibbetts (Cooper)—26

## CLASS OF 1886.

Jennie Frankenfield	Maggie E. Thomson
Frank A. Garbutt	Dollie Hodgman (Harndon)
Daisy D. Vogel (Curler)	Will. N. Hisey
Meta Potts (Nolton)	Will D. Byram
Carl Kurtz	Lulu Snook
Homer P. Earl	Herman Lichtenberger
Edith C. Speedy	Charles Forman

Percy Schumacher—15

## CLASS OF 1887.

Katie Bottomes (Reardon)	Hattie Perkins (Marchant)
Marco Hellman*	Mary Desmond
Florence Riley	Marco I. W. Hellman
Victorine Dol	Antonie Schwannecke
Moses G. Norton	Cordelia Dunkelberger (Orem)
Maggie Shields	Carl G. Packard
Amelia Gassen (Whitmeyer)	John A. Brewer
William H. Waste	Marv L. Hayes
Samuel T. Curson	Henry P. Wilson*

Thomas J. Foster—19

## CLASS OF 1888.

Abbie V. Denny (Taggart)	Leonhard G. Hilpert
Mary H. Gilmore	Barton H. Marquis

CLASS OF 1888—*Continued*

Adda F. Gish	Edward L. Mayberry, Jr.
Emma M. Haines (Munson)	Daniel C. Mulock
Estella Haines	Edward S. Pauly
Miranda Jacobus	Winfred J. Sanborn
Hattie M. LaDow	Walter S. Sanders
John N. Halter*	Leonard F. Shepard
Walter R. Hanna	William W. Weller—18

## CLASS OF 1889

Carrie M. Arnold	Annie I. Johnson
George B. Beebe	Samuel McKinlay, Jr.*
Ellen A. Booth (Hildreth)	Ira More, Jr.
Durell Draper	Laura C. Noyes
Asbury M. Foster*	Walter L. Newton
Geo. L. Goldsworthy	John S. Perry
Burton E. Green	Cora A. Reavis
Walter F. Hass	Fred A. Stephenson
A. Stevens Halsted	William I. Stewart
Mary Haskins (Coxhead)	Florence A. Stull
Samuel M. Haskins	Edwin C. Van Dyke
Flora G. Howes	Henry S. Van Dyke
Agnes Jacobus	Henry S. Williams—26

## CLASS OF 1890.

Anna D. Austin	Letha M. Lewis
Russ Avery	Mary Mansfield
Xora Avery (Tompkins)	Edna Marsh
Bertha Borchers	Norman R. Martin
Robert N. Frick	Thomas P. McCrea
Jonathan M. Gilmore	Walter C. Miller
Luther M. Green	Charlotte W. Pinkham
Henry Hay	Frank D. Stevenson
Gertrude Henderson	Clarence W. Stevens
May C. Holland (Offutt)	Alexander M. Tuthill
Grace Hubbard (Jacobs)	Thomas R. Warren —22

## CLASS OF 1891.

Isabel F. Ardito	Eugene Pitcher
William H. Booth	H. Franklin Sheldon
Joseph F. Bumiller	Albert Sherer
Belle Cooper	William W. Stephens
Cora M. Cass	Maude S. Tufts
George F. Doty	Berton E. Vickery

Sadie A. Whitehead—13.

Deceased\*

## CLASS OF 1892.

## WINTER.

Clara G. Bennett	Arthur W. P. Kinney
Mary E. Burton	Edward B. Landt
Edward H. Garrett	Bertha Oliver
C. Betram Gilbert	Carl Pauly
J. Darwin Gish	Lionel C. Wells
William P. James	Lou D. Whipple

Bertha Worm—13.

## SUMMER.

Harry L. Alexander	Marie K. Longstreet
Edward E. Bacon	Grace E. Mathes
Norman T. Bourland	George L. McKeeby
Corrie Bruere	Henry H. Meyer
Owen S. Chase	George O. Noble
George P. Cook	Sherill B. Osborne
Grace H. Crabbe	Verda S. Park
Florence E. Crow	Lizzie Ritchie
Donald J. Frick	Leone Seward*
Ada E. Hutton	Nellie E. Smith
Joseph M. Irvine	Fred A. Temple
Freeman M. Kincaid	George P. Wilson
Leon E. Lampton	Edwin W. Winston
Mabel Locke	Lilian Zech—28

Total for 1892—41.

## CLASS OF 1893.

## WINTER.

Justina M. Bartning	Thirza N. Marchant
Ralph Day	Alice L. Moody
Matilda M. Hammel	Leslie H. Rhuart
Camille Hellman	Rose F. Smith
Leah Hellman	Arthur L. Stoll
Sadie E. Libby	Nella A. West—12.

## SUMMER.

Richard H. Alexander	Charles E. Hass
Allena Bidwell	Gertrude E. Hall
Susan A. Bingham	Malcolm M. Hays
Anne L. Bixby	Blossom K. Hutton
Harry B. Blakeley	Adolph E. Knoch
M. Myrtle Brotherton	Israel Ludlow
Arthur W. Bumiller	Camilla S. McConnell

\*Deceased.

CLASS OF 1893—*Continued.*

## SUMMER.

Richard B. Chapman	Walter M. McIntosh
C. Alma Conklin	Albert M. Stephens, Jr.
Gertrude L. Cook	John C. Stockwell
Louise K. Airein	Harry C. Turner
Emilie L. Langworthy	Leon W. Umstead
Harry H. Germain	George A. Wright—26.

Total for 1893—38.

## CLASS OF 1894.

## WINTER.

Mattie E. Williamson	James Berry Stanton
Christine Clark	Gertrude Venning
Jessie May Young	George Curtis DeGarmo
Walter Herbert Stephens	Della Blanche Neagle
Carrie E. J. Blanchard	Richard Stanley Harris
Mary Lavina Dryden	Annie Laura Gould.
George Nathan Black	Edith Haverstick
Marilla D. Blanchard	Melville Dozier, Jr.
Edmond Myer Lazard	Effie Orina Means
Florence May Jones	Augustus D. Harper
Alexander H. Moore	Frank Rolfe—22.

## SUMMER.

Frederic V. Abbott	Stacey F. Catey
Jacob G. Chichester	Clyde E. Ebert
Arthur K. Goodwin	Ralph B. Hubbard
Daniel Hinds Laubersheimer	Cyrus G. Lewis
Addi W. Lyon	George W. McDeil
Edgar B. Moore	Charles W. Musselman
Henry Z. Osborne, Jr.	Roberts Betts Parsons
Frederick Wilcox Shoemaker	Jacob M. Steinert
Roy Nelson Strohn	Otto T. Wedemeyer
Emmet Homer Wilson	Cyril Wigmore
Katherine Lewis Baker	Clara Elizabeth Bosbyshell
Vida Helen Berry	Jeannette Dickinson Bradley
Thirmuthis A. Brookman	Katherine Belle Burton
Mae Christine Campbell	Alice Cecelia Cooper
Belle Crowell	Annie Mason Ellsworth
Harriet Keever Longstreet	Sue Mae Mathes
Annie Pease	Josephine Richel
Adah M. Stroup	Maud Frances Turner
Katharine Fleming Ward	Agnes Gertrude Ward
Marion Crins Whipple	Grace Myrtle White
Grace Harriet Cole—41.	

Total for 1894—63.



## CLASS OF 1895.

Sadabel Austin	Helen McGaughey
Leah May Blesto	Mary Isadora Merritt
Mamie E. Bennett	Maud Audrene Morris
Stella Clark Beckly	King Mealy
Delia Isabel Butterworth	Frank Arthur McBurney
Lena Grace Bartholomew	Aloysius I. McCormick
Jacob Leon Blum	William P. McIntosh, Jr.
Edward P. Brosseau	John Pease Norton
Rose Frances Clippinger	Martin Paul Nolte
Pauline Elizabeth Cornwell	Maurice A. Newman
Ralph W. E. Cole	Samuel Tilden Norton
Ward Chapman	Bertha Margaret Phelps
Alice Grey Crowell	Helen Brooke Pinney
Howard Damon Ebey	D. Wentworth Packard
Clara Duvalle Ellsworth	Emmet Alonzo Renfro
Frederick Engstrum	William R. Riner
Amy Eugenie Fallon	Nina Ellen Rice
Clara Louise Field	Florence Addie Ritchie
Edith Linwood Furrey	Eleanor Jane Rogers
William Joseph Ford	Mabel Rose
Mary Elizabeth Guinn	Sylvan H. Susskind
Elizabeth Isabel Gibson	Herman Casad Smith
Maud Bertina Gregory	Rae Everett Smith
Frank George Goodenow	Dwight B. Steen
Victor Hendricks Henderson	Victor Baldwin Stewart
Katharine Harkness	Helen Louise Sinsabaugh
Harry LeGrande Hough	Minnie E. Stevens
William H. Harrison, Jr.	George Agustus Tweedy
Mary Bessie Hale,	Walter M. Umsted
Edith May Hodgkins	Neal Bayard Vickrey
Mabelle Jacquette Hunter	K. Opal Weaver
William A. Innes	Carolyn Winston
William Parry Jolliffe	William Lewis Wolfskill
Clara Margaret Jansen	Ernest Oliver Warner
Rae Ward Kingsbury	Albert Coneer Whitaker
Randall Hunt Ludlow	Charles Nicholas Wright
Walter Ransome Leeds	Sara Bell Yarnell
George Norris Mackenzie	Nestor A. Young, Jr.
Vandie Emmaretta Mattice	Mary Eleanor Young
Alice Gem Hall	Gertrude Adeline McCrea—80.

## CLASS OF 1896.

Mae Florence Anslyn	Mae Livingstone
Anita Brown	Nannie Snow Longley
Franklin Underwood Bugbee	Daisy Ingomar Morris
Mary Bott	Myrtle Venelia Murray
Purle Evelyn Bottomes	Neeta Marquis
Mary Ethel Coblentz	Bess Millar
Everly M. Davis	Albert W. Moore
Paul B. Dougherty	Winnie Nauerth
Elizabeth Frazier	Grace W. Perry
Hattie Ione Ferguson	Frank M. Phelps
Florence Fortson	Minnie Evelyn Rees
Linden J. Gregory	Alma L. Roberts
Roy Struble Gibbs	Charles Seyler, Jr.
Calvin Green	Ada Shields
Marie Gordon	Clara Castella Smith
Ross Morgan Golbreth	Minnie Stansbury
Isabella Godin	Marshal W. Stimson
Faith Hildreth	Belle Smith
William Clark Haswell	Margaret Grace Stuart
Eunice Harris	Daniel Selling
Mabelle Hatch	Fowler Shankland
Florence Maud Hill	Charles Stedman
Kate Annie Hall	Simpson M. Sinsabaugh
Guy Ernest Hogan	Edward J. Stockwell
Laura Edith Hogan	Edward T. Sherer
Charles R. Hixson	Eleanor Curran Seymore
Langdon Hawkins	Russell McDonell Taylor
Rea Hanna	Adelaide Tabulara
Pierce Floyd Johnson	Charles H. Thorp
Edward Gerard Kuster	Lora Variel
Bertha W. Fredericka Krug	Bessie Willis
Earl Lewis	Pearl Esther Wheeler
Olive Lewis	William Stickney Waterman
Clara Lipe	Jessie Wickersham
Lucy Levering	Fern Eva West
Lafayette Young, Jr.—71.	

## SLOYD--COURSE OF STUDY.

### FIRST YEAR, FOR SIXTH YEAR PUPILS.

No.	Names of Objects made	New Tools Used	New Exercises
1	Rule	Rule, Smooth Plane, Try-square, Backsaw.	Length-planing, Squaring; Cross-sawing.
2	Label	Block plane, Bench hook	Endplaning, Oblique sawing; Oblique planing.
3	Thread-winder	Flat file, Sandpaper	Filing right angles; sandpapering.
4	Key tag	Bit brace, Center bit	Edge filing (Convex) Boring (Horizontal).
5	Table mat	Turning saw	Turning sawing; Modeling with flat file.
6	Triangle	Compasses, Cross-cut saw	Oblique Cross-cut sawing; Free-hand block planing.
7	Vase stand	Convex file	Edge filing (Concave) Modeling with Convex file.
8	Elliptical cutting board	Spoke shave	Modeling with spoke-shave.
9	Key board	Bradawl, Metal file	Surface smoothing. Fixing metal fittings; Metal filing.
10	Egg stand	Hammer, Nails	Nailing.
11	Ink stand	Compass-saw, Knife file	Compass sawing; Knife filing.
12	Match safe	Glue	Filing compound curves; Gluing.
13	Bracket	Nail set	Fitting brackets; Nail setting.

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 SECOND YEAR, FOR SEVENTH YEAR PUPILS.
 

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No.	Names of Objects made	New Tools Used	New Exercises
1	Flower-stick	Rip-saw, Knife	Rip sawing, Whittling.
2	Penholder	Drill bit	Boring, (Perpendicular) Modeling with knife.
3	Flower pot stand	Winding sticks, Dividers, Chisel	To "joint" a surface; Chiseling; Spacing.
4	Corner-bracket	Counter sink, Screw- driver	Countersinking; Screw- ing.
5	Flower-cross	Round file	Halving together joint; Filling arcs, (Concave.)
6	Hammer-handle	Scraper	Symmetric curve model- ing; Scraping; End-filing.
7	Blotting paper handle	Veiner, Carver's punch	Making segmental sur- face; Veining; Punching.
8	Nail box		Flush joint; Exterior surface-smoothing.
9	Whisk-broom holder	Clamps	Making oblique seg- mental corners; Clamp- ing.
10	Picture frame	Marking awl, Parting-tool	Half-lapping joints; Groov- ing with chisel Carv- ing.

### THIRD YEAR, FOR EIGHTH YEAR PUPILS.

No.	Names of Objects made	New Tools	New Exercises
1	Key board.	Corner firmer.	Chip carving.
2	Paper knife.	Flat gouge.	Chip carving (curved).
3	"T" square.	Planing board (For planing thin wood.)	Chamfering with plane. Adjusting "T" square.
4	Picture frame.	Rabbet plane.	Rabbeting; Mitering (free hand).
5	Pen tray.	Gouge, Mallet.	Grooving with gouge.
6	Towel rack.	Calipers.	Planing square prism, " octagonal prism " round prism. Fitting axle.
7	Hat rack.	Auger bit.	Modeling edge with plane. Chamfering with knife; Wedging.
8	Lemon squeezer.	Tool handle.	Making hemisphere; hemispherical grooving; Fitting hinge.
9	Lamp bracket.	Mitre box.	Dovetailing, Mitering with box.
10	Frame.	Mortise gauge.	Halving together joint. Open mortise and tenon joint; half-blind mortise and tennon joint with "haunch." Double mortise and tenon with mitre

## FOURTH YEAR, FOR NINTH YEAR PUPILS.

No.	Names of Objects made	New Tools Used	New Exercises
1	Shelf	Router plane	Router planing; Grooving and fitting dovetail.
2	Scoop	Drawing knife	Modeling with drawing knife; Scooping with gouge.
3	Bracket	Bevel	Oblique mortise and tenon joint; Bridle joint; Rabbit joint; Finding hypotenuse.
4	Knife box	Burnisher	Butt joint, Burnishing
5	Tray	Shellac	Dovetail with mitre; surface carving; Shellacking.
6	Hanging cabinet	Combination plane	Plow planing; Fitting panel; Fitting lock.

## SYNOPSIS OF DRAWING TAKEN WITH THE WOOD-WORK.

## FIRST YEAR'S COURSE.

Construction of: Straight and oblique lines, oblong; square, circle; triangle, hexagon; ellipse; compound curves; use of dimension and construction lines, working drawings, one view.

In this course pupils draw from dictation and from illustration on blackboard.

## SECOND YEAR'S COURSE.

Principles of representation, drawing mechanical curves; cross-hatching, center line; top view; side view; end view; sections.

In this course pupils draw from blue prints and in connection with models.

## THIRD YEAR'S COURSE.

Drawing to scale; simple ornaments; orthographic; isometric and cavalier projections; shading; inking.

In this course pupils draw from models.

## FOURTH YEAR'S COURSE.

Advanced working drawings; designing; linear-perspective; blue-printing.

In this course pupils draw from models and make original supplementary designs.

## RULES AND REGULATIONS.

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### DUTIES OF THE SUPERINTENDENT.

1. The Superintendent shall be the executive officer of the Board of Education, and shall have a general supervision of all the public schools of the city. It shall be his duty:
2. To comply with all the provisions of section 75 of the City Charter.
3. To make and enforce such regulations as he may deem conducive to the best interests of the schools, subject to the approval of and not in conflict with the general rules of the Board.
4. To visit each of the schools of the city as often as his other duties will permit, and give attention to organization, discipline and instruction. To direct the teachers from time to time to make such changes, not contrary to adopted rules, as shall seem best calculated to give greater efficiency to the schools.
5. To call such teachers' meetings, general or special, as he may deem necessary for the purpose of giving instruction or direction to the teachers in the discharge of their duties, for the discussion of methods of teaching and systems of school government, and to secure uniformity in grade work and in discipline of the schools.
6. To see that the school registers are properly kept and reports made by the teachers and principals with care, neatness and uniformity.
7. To keep himself informed in regard to the school systems of other cities, their plan of organization, modes of government, methods of instruction, and such other matters as may assist the Board to legislate wisely for the highest interests of the schools, and for this purpose to exchange reports with other school boards.
8. To fill all vacancies occasioned by the temporary absence of regular teachers from the list of regularly elected substitutes, and to make such other temporary arrangements relative to the schools as he may deem proper, and report the same to the Board at its next meeting.
9. To prescribe the rules for the semi-annual promotions and to direct such special examinations as he may deem proper.
10. To devise a system of blanks for reports and instruct the teachers in the proper mode of using them. These blanks shall be used

to keep parents informed of the attendance, scholarship and deportment of their children, and to secure the co-operation of parents with teachers.

11. To suspend from school any pupil whose conduct or character is such as to injure the reputation of the school, or whose parents wilfully neglect or refuse to co-operate with the Superintendent or teachers in carrying out the regulations of the schools, or encourage their children to violate the regulations of the schools, and to report his action to the Board at their next meeting.

12. To keep regular office hours every week-day, and give due notice thereof to teachers and the public, and to perform such other duties as may be required by the Board of Education.

#### DEPUTY SUPERINTENDENT.

13. The Deputy shall act under the general direction of the Superintendent, and in the absence of the latter shall keep the office hours, and perform the usual official duties of the Superintendent.

14. He shall devote his time exclusively to the duties of his office, and it shall be his duty to visit schools and to ascertain by frequent oral examinations the condition of the schools.

15. It shall be his duty to observe carefully the methods of teaching and discipline pursued by teachers. He shall give advice and assistance to teachers, and shall, in their presence, exemplify before their schools the best methods of teaching.

16. He shall, as often as required, present to the Superintendent a written report of the efficiency of the teachers and the condition of the schools that have been visited by him, and all such reports shall be preserved in the office of the Superintendent for the use of the Board.

#### SECRETARY.

17. The Secretary shall have charge of the records of the Board and all papers directed to be placed on file; he shall keep a full and accurate record of the proceedings of the Board, and an index of the same; he shall collect all rents and other moneys due to the department, keep an accurate account of the same in a regular cash book and immediately pay all moneys into the treasury and take the treasurer's receipt for the same; he shall keep a full and accurate account of all the receipts and expenditures of the Board.

18. He shall furnish a yearly report of the receipts and expenditures of the Board and such other statistics as may be required for the "Annual Report of the Board of Education."



19. He shall conduct the correspondence of the Board and notify all members of special meetings and adjourned meetings; he shall also notify the teachers and janitors of their appointment, assignment or dismissal and shall transmit copies of all votes, resolutions and documents which are to be sent to the members of the Board, to the teachers and other employes of the Board.

20. He shall at each regular meeting of the Board furnish to the President a list of the reports due and all items of unfinished business in order of their appearance upon the minutes. He shall keep a record of all supplies received and charge each school with the supplies received. He shall keep regular office hours, to-wit: 8 to 12 a. m. and 1 to 5 p. m., and perform such office duties as are required by this Board, the City Charter or the law.

21. He shall sign all demands approved by the Board and all records of the meetings of the Board and such other papers requiring the same.

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#### PRINCIPALS.

##### *Rules of the State Board of Education.*

22. Principals shall be held responsible for the general management and discipline of their schools and the studies pursued, and the assistant teachers shall follow their directions and co-operate with them, not only during school hours, but during the time when the pupils are on the school premises, before and after school and during recesses.

23. Assistants shall be held responsible for the studies, order and discipline of their own rooms, under the general direction of the Principals.

24. Principals shall prescribe such rules for the use of yards, basements and outbuildings connected with the school house, as shall insure their being kept in a neat and proper condition, and shall examine them as often as necessary for such purpose. They shall be held responsible for any want of neatness or cleanliness about their school premises.

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#### PRINCIPALS.

##### *Rules of the City Board of Education.*

25. It shall be the duty of the Principals to enforce the Rules and Regulations of the Board of Education in the schools of their respective buildings, to carry out the directions and suggestions of the Superintendent and in every way to aid in the conduct of the schools.

26. To superintend the janitors in the discharge of their duties, require them to do their duty promptly and well and to report cases of failure, neglect or incompetency to the Superintendent.

27. To keep a record of the absence and tardiness of assistant teachers and make it a part of their monthly report to the Superintendent. They shall also report the failure of any teacher under their supervision to carry out the rules and regulations established for the guidance of teachers.

28. To visit the schools of their buildings, to advise assist and encourage the teachers in their work. They shall endeavor to correct objectionable methods of discipline or instruction, and shall deem it their duty to report such as may be persisted in by any teacher. In the performance of their duties they shall exemplify the work of every class or grade under their charge by teaching each subject before the pupils and teachers as often as practicable.

29. To examine and classify, under the direction of the Superintendent, all pupils admitted without cards of promotion. They shall in no case admit pupils from any other districts of the city without a written permit from the Superintendent, and must not admit non-resident pupils without payment of one month's tuition in advance which shall be paid to the Superintendent, who shall pay the same to the Secretary of the Board, and file receipt therefor.

30. To allow no advertisement to be read to, or distributed among the pupils of any school premises. (The term premises wherever used in these rules, to include land to the center of any and all streets bounding school property.) To allow no advertisement to be posted upon the fences or walls of any school buildings under their supervision; nor permit any agent or other person to enter any school or school premises at any time for the purpose of exhibiting, either to pupils or teachers, any article whatever, or to announce any public entertainment.

31. To be present at 8:30 a. m., to remain upon the school premises until the close of the school. Pupils may enter the grounds at this hour, and shall not loiter about and annoy neighbors or people passing by, by accosting them, or indulge in noisy play.

32. To temporarily suspend pupils from school for persistent disobedience, vulgarity or truancy, or for such other offences as in their judgment can best be met and corrected in this way. They shall at once notify in writing—giving reasons—the parents or guardians, and the Superintendent. The Superintendent shall give the matter his attention, and if the suspension be confirmed, fix the time it is to hold.

33. To send requisitions for supplies to the office of the Superintendent at the close of each school month, and see that the teachers are provided with the necessary articles. They shall make, upon blanks

furnished them for the purpose, monthly reports of their schools to the Superintendent, who shall keep such reports on file in his office. They shall also make an Annual Report, and furnish such other information to the Superintendent, as he may, from time to time, require, or as they may think proper to communicate.

34. To see that all clocks belonging to the building are properly regulated by the city time, and have teachers conform to this standard in making their record of attendance, both for themselves and for their pupils.

35. To deliver, at the close of the school year, the registers and keys of their respective buildings, at the office of the Superintendent, together with a list of school property in their possession, accounting for such as may have been removed or injured.

#### ASSISTANT TEACHERS.

##### *Rules of the State Board of Education.*

36. Teachers are required to be present at their respective school rooms, and to open them for the admission of pupils at *fifteen minutes before* the time prescribed for commencing schools, and to observe punctually the hours for opening and closing school.

37. Teachers are particularly enjoined to devote their time faithfully to a vigilant and watchful care over the conduct and habits of the pupils *during the time of relaxation and play*, before and after school, and during the recesses, both in the school buildings and on the playgrounds.

38. It is expected that the teachers will exercise a general inspection over the conduct of scholars going and returning from school. They shall exert their influence to prevent all quarreling and disagreement, all rude and noisy behavior in the streets, all vulgar and profane language, all improper games, and all disrespect to citizens and strangers.

39. Teachers shall give vigilant attention to the *ventilation and temperature* of their school rooms. At each recess the windows and doors shall be opened for the purpose of changing the atmosphere of the room. Teachers are required to exercise reasonable supervision over the text-books of the pupils, to inspect the same from time to time, and to prevent their defacement or wanton destruction.

40. Teachers shall enter in the school register in the order of their application, the names of all those applying for admission to the school after the prescribed number has been received. Such applicants should be admitted to seats whenever a vacancy occurs in any class for which

they have been found duly qualified, in the order of their registration.

41. Teachers are authorized to *require excuses* from parents or guardians of pupils, either in person or by written note, in all cases of *absence or tardiness*, or for dismissal before the close of the school.

42. The books used and the studies pursued shall be *such and such only* as may be authorized by the local Board of Education and no teacher shall advise or require any of the pupils to purchase for use in the schools any book not contained in the list of books directed and authorized to be used in the schools.

43. It shall be the duty of the teachers of the schools to read to the pupils, from time to time, as much of the school regulations as apply to them, that they may have a clear understanding of the rules by which they are governed.

44. In all the primary schools, exercises in free calisthenics and vocal and *breathing exercises* shall be given at least twice a day, from three to five minutes for each exercise.

45. Teachers shall endeavor to make themselves acquainted with parents and guardians in order to secure their aid and co-operation, and to better understand the temperaments, characteristics, and wants of children.

46. Teachers shall examine the lessons of their various classes, and make such special preparations upon them, if necessary, as not to be constantly confined to the text book, and instruct all their pupils without partiality, in those branches of school studies which their various classes may be pursuing. In all their intercourse with their scholars they are required to strive to impress on their minds, both by precept and example, the great importance of continued efforts for improvement in morals, manners and deportment, as well as in useful learning.

47. Teachers should explain each new lesson assigned, if necessary, by familiar remarks and illustrations, that every pupil may know, before he is sent to his seat, what he is expected to do at the next recitation, and how it is to be done.

48. Teachers should only use the text-book for occasional reference, and should not permit it to be taken to the recitation, to be referred to by the pupils, except in cases of such exercises as absolutely require it. They should assign many questions of their own preparing, involving an application of what the pupils have learned, to the business of life.

49. Teachers should endeavor to arouse and fix the attention of the whole class, and to occupy and bring into action as many of the faculties of their pupils as possible. They should never proceed with the recitation without the attention of the whole class, nor go round the class with recitation always in the same order, or in regular rotation.

50. Teachers should at all times exhibit proper animation themselves, manifesting a lively interest in the subject taught; avoid all heavy, plodding movements, all formal routine in teaching, lest the pupil be dull and drowsy, and imbibe the notion that he studies only to recite.

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#### ASSISTANT TEACHERS.

##### *Rules of the City Board of Education.*

51. It shall be the duty of teachers to look after the conduct of the pupils while in the school room; to care for the furniture, apparatus, etc., in their respective rooms, and co-operate with the principal in the preservation of the buildings, fences, and all other school property.

52. To refer new pupils to the Principal for examination and classification, and when so classified to record their names in the general register, with all the data called for in the register.

53. To promptly notify parents or guardians of the absence or tardiness of pupils and give a special notice, either in person or by note, of such as are habitually troublesome or are especially poor in their studies. They are expected to exercise all due patience and make every reasonable effort in individual cases before asking to have a pupil suspended for misconduct or placed in a lower grade for failure in studies.

54. To send to parents or guardians, on cards furnished for the purpose, a report of the attendance, deportment and scholarship of each pupil for each period from the second to the twelfth grades inclusive.

55. To avoid, as far as possible, the practice of detaining pupils; to avoid scolding and all harsh and passionate expressions to or in the presence of their pupils; they are reminded that the best disciplinarians are those who govern themselves and secure good order by gentle influences. To avoid corporal punishment when obedience can be obtained by milder measures. In administering corporal punishment they must avoid striking the head or hands, using a switch or light strap in such a manner as not to inflict bruises or lasting marks, and must have at least one teacher as witness to such punishment and report at once to the Superintendent such punishment. They may refer all incorrigible cases to the Principal.

56. To attend all general and special meetings called by the Superintendent. *Only such excuses as would justify absence from regular school duties will be considered or accepted.* To make monthly reports to the Principal upon the blanks provided for that purpose.

57. To dismiss their schools promptly at all times when the signal is given by the Principal, and to see that their pupils leave the school premises in the evening before they themselves depart.

58. The regular teacher of any room shall not be absent from the room during the exercises of special teachers, but shall co-operate in the preservation of order and discipline, and shall enforce the observance of instructions given by special teachers.

59. It shall be the duty of the regular teachers to make themselves proficient, practically, as well as theoretically, in such branches as are taught in the schools.

#### SUBSTITUTE TEACHERS.

60. In case of necessary absence of regular teachers they shall promptly notify the Superintendent, who shall supply a substitute. The list of substitute teachers shall be designated by the Board of Education, and in no case must other persons be placed in charge of schools.

61. Substitutes shall receive the full pay of the regular teachers, whose places they fill, and shall be paid at the end of the school month in which the service was rendered.

#### SPECIAL TEACHERS.

62. Special teachers shall, at the request of the Superintendent meet the teachers for the purpose of giving them instruction in the branches of which such special teachers have charge.

63. They shall visit regularly and impartially the several departments in which they are employed to teach and make written reports of the progress of their work to the Superintendent as often as he may request. At the beginning of each week they shall transmit to the Superintendent of Schools, a programme of visitations to be made by them during the week, and at the close of each month, they shall report in detail the visits made.

#### PUPILS.

##### *Rules of the State Board of Education.*

64. No pupil shall be detained in school during the intermission at noon, and a pupil detained at any recess shall be permitted to go out immediately thereafter. All pupils, except those detained for punishment, shall be required to pass out of the school room at recess, unless it would occasion an exposure of health.

65. No person shall be allowed to retain connection with any public school unless furnished with books, slates and other utensils required to be used in the class to which he belongs; *provided*, that no pupil shall be excluded for such cause unless the parent or guardian shall have been furnished by the teacher with a list of books or articles needed and one week shall have elapsed after such notice without the pupil obtaining said books. Books may be furnished to indigent children by the Trustees, at the expense of the district, whenever the teacher shall have certified in writing that the pupil applying is unable to furnish such books.

66. Any pupil who shall in any way cut or otherwise injure any school house, or injure any fences, trees or outbuildings to any of the school estate; or shall write any profane or obscene language, or make any obscene pictures or characters on the school premises, shall be liable to expulsion, suspension or other punishment, according to the nature of the offense. The teacher may suspend a pupil temporarily for such offense, and shall notify the Trustees of said action. Pupils shall not be allowed to remain in any of the rooms that are provided with improved styles of furniture, except in the presence of a teacher or a monitor, who is made especially responsible for the care of the seats and desks. All damage done to school property by any of the pupils shall be repaired at the expense of the party committing the trespass. Within one week of any damage to school property teachers shall notify the Trustees, or be held personally responsible.

67. All pupils who go to the school without proper attention having been given to personal cleanliness or neatness of dress shall be sent home to be properly prepared for school or shall be required to properly prepare themselves for the school room before entering. Every school room shall be supplied with a wash basin, soap and towels.

68. No pupil affected with any contagious disease shall be allowed to remain in any of the public schools.

69. Every pupil is expected to attend school punctually and regularly; to conform to the regulations of the school, and to obey promptly all the directions of the teacher; to observe good order and propriety of deportment; to be diligent in study, respectful to teachers, and kind and obliging to school-mates; to refrain entirely from the use of profane or vulgar language, and to be clean and neat in person and clothing.

70. Continued willful disobedience or open defiance of the authority of the teacher constitutes good cause for expulsion from school, and habitual profanity and vulgarity good cause for suspension from school.

71. Pupils are required in all cases of absence, to bring, on their return to school, an excuse written from their parents or guardians, assigning good and sufficient reasons for such absence.

72. All pupils who have fallen behind in their grade by absence or irregularity of attendance, by indolence or inattention, shall be placed in the grade below, at the discretion of the teacher.

73. No pupil shall be permitted to leave school at recess, or at any other time before the regular hour for closing school, except in case of sickness, or on written request of parent or guardian.

74. Any scholar who shall be absent one week without giving notice to the teacher, shall lose all claim to his particular desk for the remainder of the term, and shall not be considered a member of the school.

75. Each scholar shall have a particular desk, and shall keep it and the floor beneath it in a neat and orderly condition.

#### PUPILS.

##### *Rules of the City Board of Education.*

76. All children between six and twenty-one years of age, of actual residents of Los Angeles city, shall be admitted free to all the public schools, except to the kindergartens; all children between four and a half and six years of age shall be admitted free to the public kindergarten schools. The children of non-residents shall not be received, except upon the payment of a tuition fee, as fixed by the Board of Education.

77. Non-resident pupils may be admitted on the following terms: 9th to 12th grades, inclusive, \$5 per month; 6th to 8th, inclusive, \$3 per month; under 6th grade, \$2 per month; tuition to be paid in advance to the principal. But in no case must non-resident pupils be received to the exclusion of those whose homes are in the city.

78. All pupils, except those of the kindergartens and Normal Model must attend school in the district in which they live, unless they have a written permit from the Superintendent to attend another school. The permission shall be given only for the purpose of relieving crowded schools, or for other good reasons satisfactory to the Superintendent.

79. Every pupil in whose family any contagious disease is known to prevail, shall, on returning to school, present a certificate from the Health Officer, stating that the proper precautions have been taken, and that no risk will be incurred in receiving the bearer into school.

80. Every pupil who shall be absent three half days without excuse from the parent or guardian, given either in person or by written note, satisfying the teacher that the absence was caused by his own sickness, or by sickness in the family, or some urgent cause, rendering attendance impossible, or to avoid exposure of health, shall be suspended from



school, until satisfactory assurance is given to the principal, by the parent or guardian, that the pupil will be more punctual in the future. In the application of this rule, two unexcused tardinesses or leaving school without permission, shall be counted as one half-day's absence.

81. No pupil, after having entered one school, shall be admitted into another school the same scholastic year, without a certificate of honorable discharge from the former school, or without a transfer from the principal, when the pupil has changed his residence to another district.

82. Willful disobedience, habitual truancy, vulgarity, profanity, stealing, or carrying deadly or dangerous weapons, shall constitute good cause for suspension or expulsion from school.

83. Pupils shall be liable to suspension if their parents create a disturbance in school, or censure, abuse, or insult any teacher before his class, or on the school premises.

84. Any pupil who uses tobacco in any form on the school premises, shall be liable to expulsion.

85. During rainstorms or otherwise exceptionally bad weather, pupils shall be allowed to enter their rooms as soon as they come in the morning, and to remain during intermission. At such times, teachers must see that their pupils do not engage in boisterous play, but may allow them to play parlor games, singing, calisthenics, etc.

86. Pupils who are not in their seats at the time for opening school shall be marked tardy.

87. Pupils shall not be absent a part of the day for the purpose of receiving instruction elsewhere, except by special permission of the Superintendent, recommended by the teacher and principal, and only very urgent reasons will be deemed satisfactory.

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#### DUTIES OF JANITORS.

88. It shall be the duty of the Superintendent of School Buildings and Repairs to attend all regular meetings of the Board, and special meetings, when so notified.

89. To exercise special supervision over all janitors of buildings.

90. To report at regular meetings of the Board all needed repairs of school property.

91. To deliver the monthly school supplies to all school buildings.

92. To keep in good repair all school buildings, water closets, coal houses, sheds, fences, walks, trees and grounds.

93. To make, at the close of each school year, an inventory of all school property under his charge, accounting for any then missing which was invoiced the previous year.

94. Janitors of buildings shall report for duty to principals at the hour for the opening and closing of schools, except in small schools, where special arrangements may be made. In the High School and Spring Street School, and such other large schools as may be designated by the Board, they shall devote their whole time to the duties of their position. They shall keep school buildings, furniture, yards and out-buildings neat and clean; disinfect all water closets once per week; build fires, open and close school buildings and gates, and see that all windows, shutters, doors and gates are securely closed when the schools are not in session.

95. They shall sweep every school room every day after school, and dust them every morning before school, and wash windows, floors and other wood work as often as directed by the principal. They shall guard all property on the premises, promptly make such repairs as they are able to make, and report to the Superintendent of School Buildings and Repairs, all other repairs needed.

96. They shall be subject to the order of the Superintendent of School Buildings, Principals and Superintendent; they shall not assume or exercise any authority over pupils except by special order, but shall report to the principal any violation of the school regulations on the part of the scholars that comes under their notice.

#### MISCELLANEOUS.

97. No school building shall be used for other than school purposes.

98. For the purpose of promotions the school year shall be divided into two equal parts, called Semesters. For the purpose of written reports to parents, it shall be divided into four equal parts, called Periods. Promotions shall take place at the end of each Semester, and be determined by the teacher and principal.

99. The dates for beginning or closing any school year or vacation shall be fixed by special order of the Board of Education.

100. The regular holidays shall be the 9th of September, the 22d of February, the 30th of May, the first Monday in October, every day in which an election is held throughout the State, and all Thanksgiving days authorized by the State or general government. When the 9th of September, the 22d of February or the 30th of May fall upon Sunday the Monday following shall be a holiday.

101. The hours of tuition and study throughout the year shall be from 9 o'clock a. m. to 12 o'clock m., with fifteen minutes recess, from 10:30 to 10:45 a. m.; and from 1 to 3 p. m. The first, second and third grades shall be dismissed at 2 and all other grades at 3 p. m. In the High School the hours shall be from 9 to 11:50 o'clock a. m. and from 12:40 to 3 o'clock p. m.

102. There shall be a monthly fire drill in every building of more than one room, to be conducted by the Principal or Superintendent. Pupils shall leave the building without wraps at signal of two bells; with wraps at signal of three bells.

103. The Deputy Superintendent, Superintendent of School Buildings and Repairs, and his assistant shall be elected at the first regular meeting in June, and the teachers at the first regular meeting in July.

104. All complaints against teachers or other employes of the School Department must be made in writing and verified, and shall be addressed to the Secretary of the Board of Education.

105. Teachers shall not award prizes or give any present to any pupil or pupils. Neither shall teachers receive presents of any kind from their pupils. Contributions for any purpose shall not be permitted in any school.

106. Children between the ages of  $4\frac{1}{2}$  and 6 years, may attend the Kindergartens. Kindergarten Schools of two teachers, should not have more than 45 pupils; nor more than 65 pupils for three teachers. Preference shall be given to children between 5 and 6 years of age.

107. Pupils in the Night Schools must be at least ten years of age, and shall not attend any public day school. They shall be subject as nearly as possible, to the same rules and regulations as the pupils of the day schools.

108. The Superintendent of Schools may select a visiting day for each school, once a year, when the Principal and teachers shall be required to spend the school hours visiting other schools of the City, as shall be designated by the Superintendent. They shall send within one week thereafter, to the Superintendent, a detailed report of the visits made, including the time spent in each school, and the work observed.

109. Applicants for positions as teachers must apply in person, and present a written application, which must be accompanied by evidence of a legal certificate.

110. No person shall be eligible to a position as teacher, who cannot present satisfactory evidence of at least one year's successful experience in teaching, except graduates of Normal Schools who are recommended by Principals of Normal, Normal Model and the Head of the Pedagogical Department of said schools; also graduates of Universities who have High School Certificates.

# CERTIFICATION OF TEACHERS.

LOS ANGELES COUNTY, CAL.

## UPON EXAMINATION.

The examination of applicants for teachers' certificates shall be held semi-annually, beginning in June and December of each year.

## REGULATIONS.

1. Each applicant must be present at the beginning of the examination, and before entering upon the work must pay to the Secretary of the Board a fee of two dollars.

2. All applicants must begin each subject at the same time, and until a subject is finished, no applicant shall be allowed to have a text-book in his or her possession, nor shall any applicant leave the room or communicate with any person without special permission from some member of the Board. Any violation of this rule shall be good cause for dismissal from the examination.

3. At the beginning of the examination, the applicants shall be numbered, and they shall endorse their papers with these numbers and the name of the subject, and all entries in the record book shall be made on these numbers only. The names of the applicants shall not be entered in the record book until the close of the examinations, but, shall together with the numbers and post office addresses, be written at the beginning of the examination upon cards, which cards shall be kept in a sealed envelope until the standings are all made out.

4. No member of the Board shall communicate to any person the standing of any applicant on any subject until the standings are completed. The numbers of those who fail on the test studies shall be announced as soon as determined.

5. Arithmetic, grammar and composition, and orthography shall be the test studies. Applicants who fail to obtain an average of 65 percent. in these studies shall be excluded from further examination.

6. The subjects for examination, and the standard of credits, shall be as follows:

## FOR PRIMARY CERTIFICATES.

*Credits*

1. Arithmetic.....	100
2. Grammar and Composition.....	100
3. Orthography.....	100
4. Geography.....	50
5. U. S. History.....	50
6. Word Analysis and Defining.....	50
7. Physiology.....	50
8. Penmanship.....	50
9. Industrial Drawing.....	50
10. Vocal Music.....	50
11. Methods of Teaching.....	50
12. Civil Government.....	50
13. Reading.....	50
14. Elements of Book-keeping.....	25
15. School Law.....	25
Total.....	850

## GRAMAR GRADE CERTIFICATES.

*Credits*

1. Elementary Geometry.....	50
2. Literature.....	50
3. Algebra to Quadratics.....	50
4. General History.....	50
5. Psychology and Principles of Education.....	50
6. Physics.....	50
7. Botany.....	50
8. Zoology.....	50
9. Rhetoric.....	50
Total.....	450

## FOR HIGH SCHOOL CERTIFICATES.

*Credits*

1. Abgebra.....	50
2. Latin or English (Subject 14, University of California).....	50
3. Geology.....	50
4. Geometry.....	50
5. Chemistry.....	50
6. Astronomy.....	50
7. Plane Trigonometry.....	50
Total.....	350

7. A Primary Certificate may be granted to any applicant receiving an average of not less than 80 per cent. upon the primary subjects; provided the applicant is 18 years of age, and is a person of good moral character.

8. A Grammar Grade Certificate may be granted to any applicant holding or entitled to receive a Primary Certificate of this county, who shall obtain an average of 80 per cent. in an examination upon the Grammar Grade subjects; provided the applicant is 18 years of age, and is a person of good moral character.

9. A High School Certificate may be granted to any applicant holding or entitled to receive a Grammar Grade Certificate of this county, who shall obtain an average of 80 per cent. in an examination upon the High School subjects; provided the applicant is 18 years of age, is a person of good moral character, and has taught successfully for at least one year.

10. A special certificate to teach Music, Drawing, Penmanship, Elocution, Sloyd, Biology, and languages other than English, may be granted to any applicant upon examination or credentials. Such examination shall be held only at the June and December sittings of the Board, and a minimum of 85 per cent. must be obtained. A request for such examination must be filed with the Secretary of the Board at least ten days before the examination is to be given. No person under 18 years of age shall be allowed to write the examination. No person who has not taught successfully one year shall be allowed to write the High School examination.

#### UPON CREDENTIALS.

1. The Board may grant, without examination, a Primary or Grammar Grade Certificate to the holder of Life a Diploma, a California, Nevada or Oregon State Educational Diploma, a California State Normal School Diploma, a San Francisco Normal Class Diploma, when recommended by the Superintendent of Public Schools of said City; a California State University Diploma, when recommended by the Faculty of the University, and a State Normal school Diploma of any other State.

2. The Board may, without examination, grant a primary Certificate to the holder of a valid Grammar Grade or High School Certificate issued upon examination in any other county in this State; also a Grammar Grade Certificate to the holder of a valid Grammar Grade or High School Certificate issued in like manner, provided said certificate shows an average standing of 85 per cent. on all the subjects required for a Grammar Grade Certificate in this county; provided further, that the applicant in each case shall bring a satisfactory recommendation from the Superintendent or Board of Education whence he or she comes.

3. The Board may, without examination, grant a High School Certificate to the holder of a California State University Diploma, when recommended by the Faculty of the University; or to a graduate of any other institution in the United States which the State Board of Education of this State shall have recommended as being of the same rank as the State University of California, when the diploma of graduation from said institution shall be accompanied by a recommendation from the Faculty thereof, showing that the holder of the diploma has had academic and professional training equivalent to that required by the State University. The general conditions on which such recommendations may be accepted by the County Board of Education as fulfilling these requirements have been prescribed by the State Board of Education, and are as follows:

*Resolved.* That the City and County Boards of Education, in accepting recommendations of applicants for High School Certificates, under the provisions of Section 1775 of the Political Code, from Universities and Colleges recognized by the State Board of Education under the provisions of said section, must be governed by the following rules:

1. The recommendation must be issued by the Faculty of the institution from which the applicant graduated, and must be signed by the President and Secretary of the Faculty, and have the seal of the institution attached.

2. Such recommendation must clearly set forth the amount of professional training which the applicant has had in the institution by which he is recommended.

3. The amount of such professional training must in no case be less than that required by the University of the State of California, as specified in the Register thereof.

4. It shall be the duty of the City and County Superintendents to provide and keep in their respective offices the latest edition of the Register of the University of California, for the use of the members of their respective Boards.

5. No Board of Education shall consider the application of any party applying for a High School Certificate under the provisions of Section 1775 of the Political Code, as amended March 23, 1893 relative to institutions recognized by the State Board of Education, unless said applicant is a graduate of the institution recommending, and has had professional training equivalent to that required in the Pedagogical Department of the University of California.

6. No Board shall consider applications presented by parties who are not residents of the State of California; and provided further, that the applicant presents satisfactory evidence of having taught successfully for two years.

UPON CALIFORNIA NORMAL SCHOOL DIPLOMAS.

1503. *First*—The Board of Trustees of each State Normal School, upon the recommendation of the Faculty, may issue to those pupils who worthily complete the full course of study and training prescribed, a diploma of graduation.

*Second*—Said diploma shall entitle the holder thereof to a Grammar Grade Certificate from any city, city and county, or county Board of Education in the State.

*Third*—Whenever any city, city and county, or county Board of Education shall present to the State Board of Education a recommendation showing that the holder of a Normal School Diploma has had a successful experience of two years in the public schools of this State subsequent to the granting of such diploma, the State Board of Education shall grant to the holder thereof a document signed by the President and Secretary of the State Board, showing such fact. The said diploma, accompanied by said document of the State Board attached thereto, shall become a permanent certificate of qualification to teach in any primary or grammar school in the State, valid until such time as the said diploma may be revoked, as prescribed in subdivision thirteen of section fourteen hundred and eighty-nine of this Code.

EDUCATIONAL DIPLOMAS.

Educational Diplomas may be issued to such persons as have held for one year, and who still hold a valid city, city and county, or county Certificate of the Grammar Grade. The applicant for such diploma must present evidence of having taught successfully for at least five years, twenty-one months of which must have been in the public schools of California. The five years' experience in teaching must represent at least thirty-five months extending over five calendar years.

LIFE DIPLOMAS.

Life Diplomas are of two grades, Grammar and High School, and except as provided in section one thousand five hundred and three of this Code, such diplomas may be issued only to such persons as have held for one year, and who still hold, a valid city, city and county or county certificate corresponding in grade to the grade of the diploma applied for, and who shall furnish satisfactory evidence of having had a successful experience in teaching of at least ten years. Every application must be accompanied to the State Board of Education by a certified copy of a resolution adopted by at least a four-fifths vote of all the members composing a city or county Board of Education, recommending that the diploma be granted, and also by an affidavit of the applicant specifically setting forth the places in which and the dates between which said applicant has taught, and that said applicant has taught a part of each year



of the required time. The ten years need not be consecutive years; but the aggregate experience must be at least seventy months, and cover ten calendar years.

Applicants for the Life Diploma of the lower grade must have taught twenty-one months in this State; for the Life Diploma of the High School Grade, the applicant must have had at least twenty-four months successful experience as teacher in the University of California, a California Normal School or a High School established under the Laws of California.

No recommendation for a Life Diploma will be given unless the applicant files with the Secretary of the Board a written application, with credentials showing that he has taught successfully the whole time required by Law. Applications for such Diplomas must be accompanied by a fee of two dollars.

#### TEMPORARY CERTIFICATES.

The Secretary of the Board is authorized to issue a temporary certificate in accordance with subdivision 7 of Section 1543, of the School Law, and he is directed to report the same to the Board at the next regular meeting.

#### RENEWALS.

The Secretary may, at his discretion, renew certificates which would expire between the sessions of the Board, subject to its approval at the next regular meeting. No certificate which has expired can be renewed.

Applications for certificates upon credentials, and for renewals, must be in writing, and accompanied by the necessary fee of two dollars.

#### THE FOLLOWING TEXT-BOOKS ARE RECOMMENDED FOR THOSE PREPARING FOR EXAMINATION.

Arithmetic .....	State Series
Grammar and Composition.....	" "
U. S. History .....	" "
Geography .....	" "
Word Analysis .....	Reed's or Swinton's
Penmanship .....	Natural Vertical System
Drawing.....	Thompson's Manuals
Music.....	Normal Music Course
Physiology.....	State Series
Methods of Teaching.....	{ Sweet's Methods of Teaching
	{ Baldwin's Art of School Management
Civil Government.....	Fiske and State Series

Book-keeping.....	Child's Essentials
Algebra to Quadratics .....	Wentworth's School
Algebra, Advanced.....	Wentworth's Complete
Geometry, Elementary .....	Hill's Lessons in Geometry
Geometry .....	Wentworth's Plane and Solid
Literature .....	{ The English Language, Meiklejohn
	{ English Literature, Stopford Brooke
Rhetoric .....	Genung's, Kellogg's, Mead's or William's
Botany .....	Youman's, Gray's Lessons
Zoology .....	Orton's
Psychology, and Principles {	{ Compayre's Psychology applied to Edu-
of Education .....	cation. Rosenkranz' Philosophy of Edu-
	cation.....
	{ Evangeline Merchant of Venice
	{ Snow Bound Julius Cæsar
	{ Sir Launfal Lady of the Lake
English Literature.....	{ Sir Roger de Coverly
	{ Bradley's Orations
	{ Hale's Longer English Poem's (or Syle)
	{ Milton's Comus
Latin.....	{ Grammar and Composition
	{ Cæsar, Cicero and Virgil
Chemistry.....	{ Williams' Introduction
	{ Remsen's Briefer Course
Plane Trigonometry .....	Wentworth's
Physics.....	Avery's New or Gage's Elements
Geology.....	Dana, Le Conte
Astronomy.....	Young's Elements, Sharpless & Phillip's
General History.....	Barnes's

For further particulars address,

SPURGEON V. RILEY,  
Supt. of County Schools and  
Secy. of County Board of Education.

## Extracts from the City Charter.

### ARTICLE VII.

#### EDUCATIONAL DEPARTMENT.

SECTION 69. The government of the School Department of the city shall be vested in a Board of Education, to consist of *nine persons*, to be elected as herein provided, to be called members of the Board of Education, who shall serve without salary.

SEC. 70. The Board of Education shall elect one of their number President, and shall hold regular meetings at least once in each month, and special meetings at such times as shall be determined by a rule of said Board. A majority of all the members shall constitute a quorum for the transaction of business, but a smaller number may adjourn from time to time. The Board may determine the rules of its proceedings. Its sessions shall be public, and its records shall be open to public inspection. The Board shall fill all vacancies occurring in that body until the next general municipal election.

SEC. 71. The Board of Education succeeds to all the property, rights and obligations of the Board of Education of the City of Los Angeles heretofore existing, and it shall have sole power:

1. To establish and maintain public schools, including High Schools, to change, consolidate and discontinue the same, and to establish school districts, and to fix and alter the boundaries thereof.
2. To appoint or employ, or to dismiss the City School Superintendent, a Deputy Superintendent, a Clerk and such Teachers, Janitors and School Census, Marshals, Mechanics, Laborers and other employes as may be necessary to carry into effect the powers and duties of the Board; to fix, alter and allow their salaries or wages, and to withhold, for good and sufficient cause, the whole or any part of the salary or wages of any person or persons employed as aforesaid.
3. To make, establish and enforce all necessary and proper rules and regulations for the government of public schools, the teachers thereof, pupils therein, and for carrying into effect the laws relating to education, also to establish and regulate the grades of schools, and determine what text books, course of study and mode of instruction shall be used in said schools.

4. To provide for the School Department fuel and lights, water, blanks, blank books, printing and stationery, and to incur such other incidental expenses as may be deemed necessary by said Board.

5. To build, alter, repair, rent and provide school houses, and to furnish them with proper school furniture, apparatus and appliances, and to insure against fire any and all such school property.

6. To take and hold in fee, or otherwise, in trust for the city, any and all real estate and personal property that may have been acquired, or may hereafter be acquired, for the use and benefit of the public schools of the city, and to sell or exchange and to lease any of such property; provided, that the proceeds of any such sale or exchange shall be exclusively applied to the purchase of other lots or the erection of school houses.

7. To grade, fence and improve all school lots, and in front thereof to grade, sewer or pave, and repair the streets, and to construct and repair sidewalks.

8. To sue for any or all property belonging to or claimed by the said Board of Education, and to prosecute and defend all actions at law or in equity, necessary to recover and maintain the full enjoyment and possession of said property, and to require the services of the City Attorney free of charge in all such cases.

9. To determine annually the amount of money required for the support of the public schools, and for carrying into effect all the provisions of law in reference thereto; and in pursuance of this provision the Board shall, on or before the fifteenth day of July each year, submit in writing to the City Council a careful estimate of the whole amount of money to be received from the State and County and the amount required from the City for the above purposes, and the City Council shall in each year fix the percentage of taxes to be levied and collected for school purposes; provided, that the amount to be thus levied for school purposes shall not exceed twenty cents on each one hundred dollars valuation upon the assessment roll, and that when collected it shall be paid into the School Fund.

10. To establish regulations for the just and equitable disbursement of all moneys belonging to the School Fund.

11. To examine and approve, in whole or in part, in the manner provided in section 212, every demand payable out of the School Fund, or to reject any such demand for good cause.

12. To discharge all legal incumbrances now existing, or which may hereafter exist, upon any school property.

13. To prohibit any child under six years of age from attending the public schools.

14. In its discretion to establish kindergarten schools for the instruction of children between the ages of five and six years, an industrial or manual training schools or departments.

15. To receive and manage property or money acquired by bequest or donation in trust for the benefit of any school, educational purpose or school property.

16. And generally to do and perform such other acts as may be necessary and proper to carry into force and effect the powers conferred on said Board, and to increase the efficiency of the public school in said city.

SEC. 72. All contracts for building shall be given to the lowest bidder therefor, offering adequate security, to be determined by the Board after due public notice, published for not less than ten days in the official newspaper of the city. It shall be the duty of the Board to furnish all necessary supplies for the public schools. All supplies, books, stationery, fuel, printing goods, material, merchandise, repairing and every other article or thing supplied to or done for the public schools, or any of them, when the expenditure to be incurred on account of such matter may exceed five hundred dollars, shall be done or furnished by contract, let to the lowest bidder after like public advertisement; provided, that the Board of Education may reject any and all bids under this section.

SEC. 73. Any member of the Board of Education, officer, or other person officially connected with the School Department or drawing a salary from the Board of Education, who, while connected or drawing such salary, upon investigation by the Board of Education, shall be found to be interested either directly or indirectly in, or to have gained any advantages or benefits from any contract, payments under which have been or are to be made in whole or in part from moneys derived from the School Fund, or raised by taxation or otherwise for the support of the public schools, shall forfeit his office, and the Board of Education shall thereupon declare such office vacant.

SEC. 74. The Board of Education shall, before the 30th day of June of each year, fix a schedule of salaries for teachers and employes of the School Department, to take effect on the 1st day of July following, and to remain in force during one year.

#### SCHOOL SUPERINTENDENT.

SEC. 75. The Superintendent, with the approval of the Board of Education, may, for good and sufficient cause, provisionally suspend any teacher employed in the public schools of the city until the next meeting of the Board of Education. It shall be the duty of the Superintendent to report to the Board of Education annually and at such other times as it may require, all matters pertaining to the expenditure, income and condition of progress of the public schools of said city during preceding

year, with such recommendation as he may deem proper; to visit each school at least once a month; to observe, and cause to be observed, such general rules for the regulation, government and instruction of the schools as may be established by the Board; to recommend to the Board the dismissal of teachers, stating the reasons therefor; to attend all sessions of the Board, and inform it at each session of the condition of the public schools, school houses, School Fund and other matters connected therewith, and recommend such measures as he may deem necessary for the advancement of education in the city; and acquaint himself with all the laws, rules and regulations governing the public schools in said city, and the judicial decisions thereon, and give advice connected with public schools, gratuitously, to officers, teachers, pupils, parents and guardians.

#### SCHOOL FUND.

SEC. 76. The School Fund shall consist of all moneys received from the State School Fund and County School Fund, and all moneys arising from taxes which shall be levied annually by the City Council of the city for school purposes; of all moneys arising from the sale, rent, or exchange of any of the school property, and of such other moneys as may, from any source whatever, be paid into any School Fund. The School Fund shall be separate and distinct from all other moneys, and shall only be used for school purposes under the provisions of this charter. If, at the end of any fiscal year, any surplus remains in the School Fund, such surplus money shall be carried forward to the School Fund for the next fiscal year, and shall not be, for any purpose whatever, diverted or withdrawn from said fund, except under the provisions of this charter.

SEC. 77. The said School Fund shall be used and applied by said Board of Education for the following purposes, to-wit:

1. For the payment of the salaries or wages of the Superintendent, Deputy Superintendent, Clerk, Teachers, Janitors, School Census Marshals, and other persons who may be employed by said Board.
2. For the erection, alteration, repairs, rent and furnishing of school houses.
3. For the purchase money or rent of any real or personal property purchased or leased by said Board.
4. For the insurance of all school property.
5. For the discharge of all legal incumbrances on any school property.
6. For lighting the school rooms and the offices and rooms of the Superintendent and Board of Education.
7. For supplying the schools with fuel, water, apparatus, blanks, blank books and necessary school appliances, together with books for indigent children.

8. For supplying books, printing and stationery for the use of the Superintendent and Board of Education, and for the incidental expenses of the Department.

9. For grading and improving all school lots, and for grading, sewerage, planking or paving and repairing streets, and constructing and repairing sidewalks in front thereof.

SEC. 78. All demands authorized by this article shall be paid by the City Treasurer from the School Fund provided that the said Board shall not have the power to contract any debts or liabilities, in any form whatsoever, against said city, in contravention of this article, or exceeding in any year the income and revenue provided for the School Fund for such year; but this provision shall not be construed to prevent the incurring of indebtedness for permanent improvements to be liquidated by the proceeds of municipal bonds issued by the city of Los Angeles in accordance with the general laws of the State for the purpose of defraying the cost of such permanent improvement.

SEC. 79. It shall be the duty of the Auditor of the County of Los Angeles, upon the first Monday of each month, and at such other times as he may deem proper, to certify in duplicate to the Superintendent of Schools of such County the amount of school moneys at the time in the County Treasury, and the amount received during the previous month. The County Superintendent shall, upon the receipt of such certificates, indorse upon one of them the amount of such moneys to which the public schools of the city are entitled. The certificates so indorsed shall be at once returned to said Auditor, who shall direct upon the same the County Treasurer to pay the sum designated upon such certificate to the Treasurer of the city for the use of the School Fund thereof.

SEC. 80. The Treasurer of said County shall thereupon pay to the Treasurer of said city the sum directed by the Auditor as above provided; and when said moneys are placed in the City School Fund, they shall be used in precisely the same manner as moneys raised by city school taxes in the city; provided, that the entire revenue derived by the city from the State School Fund and the State School Tax Fund shall be applied by said Board of Education exclusively to the support of primary and grammar schools.

### ARTICLE XIII.

#### INFECTIOUS DISEASES.

SEC. 128. The Health Officer shall report to the Superintendent of the Public Schools the names and residence of every person sick of typhus or yellow fever, Asiatic cholera, small pox, leprosy, diphtheria or scarlet fever, he may deem dangerous to the public health; and it shall be the duty of the Superintendent of Public Schools when so notified of the residence of any person sick of any of the diseases enumerated, to re-

· fuse admittance to the public schools to any member of a family, one or more of whose inmates are sick of any of the aforesaid diseases; provided, that the parties excluded shall be re-admitted upon presenting a certificate from the Health Officer that there is no longer any danger from contagion.

#### ARTICLE XXI.

##### CLAIMS AND DEMANDS.

SEC. 212. All demands payable out of the School Fund must, before they can be approved by the City Auditor, or paid, be previously approved by the Board of Education, by a vote of six members thereof taken with the ayes and noes and spread on the minutes, and the action of said Board indorsed on said demand and signed by the presiding officer and Clerk thereof. After the approval of said demands they shall be delivered to the City Auditor, who shall have the same powers and perform the same duties in reference to demands payable out of the School Fund as is provided for in other demands; provided, that in case the City Auditor shall reject any such demand, or if in his opinion said demand should be paid only in part, he shall return the same to the Board of Education instead of the Council.

SEC. 214. Any demand returned to the Board of Education or the Board of Directors of the Los Angeles Public Library, with the objection of the City Auditor shall again be considered by such Board, and if such demand be again approved, as required in the first instance, such objection of the City Auditor shall be thereby overruled.





EXTRACTS  
FROM THE  
STATE SCHOOL LAW.

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1503. *First*—The Board of Trustees of each State Normal School, upon the recommendation of the faculty, may issue to those pupils who worthily complete the full course of study and training prescribed, a diploma of graduation.

*Second*—Said diploma shall entitle the holder thereof to a grammar grade certificate from any City, City and County, or County Board of Education in the State.

*Third*—Whenever any City, City and County, or County Board of Education shall present to the State Board of Education a recommendation showing that the holder of a Normal School diploma has had a successful experience of two years' in the public schools of this State subsequent to the granting of such diploma, the State Board of Education shall grant to the holder thereof a document, signed by the President and Secretary of the State Board showing such fact. The said diploma, accompanied by said document of the State Board attached thereto, shall become a permanent certification of qualification to teach in any primary or grammar school in the State, valid until such time as the said diploma may be revoked, as provided in subdivision thirteen of section fourteen hundred and eighty-nine, of this code.

*Fourth*—Upon presentation of the diploma and document referred to in subdivision third of this section, to any City, City and County, or County Superintendent of Schools, said Superintendent shall record the name of the holder thereof in a book provided for the purpose in his office, and the holder thereof shall henceforth be absolved from the requirement of subdivision first of section sixteen hundred and ninety-six of this code.

*Fifth*—Said diploma of graduation from any Normal School in this State when accompanied by a certificate, granted by the faculty of State University, showing that the holder thereof, subsequent to receiving said diploma, has successfully completed the prescribed course of

instruction in the pedagogical department of the State University, shall entitle the holder to a high school certificate, authorizing the holder to teach in any primary or grammar school, and in any high school in this State, except those in which the holder would be required to teach languages other than the English.

1521. The powers and the duties of the State Board of Education are as follows:

*First*—To adopt rules and regulations not inconsistent with the laws of this State, for its own government and for the government of the public schools and district school libraries.

*Second*—To grant educational diplomas of two grades, valid throughout the State for the period of six years, as follows:

1. High School; authorizing the holder to teach in any Primary or Grammar School, and in any High School in which said holder is not required to teach languages other than the English.

2. Grammar School; authorizing the holder to teach in any Primary or Grammar School.

*Third*—To grant life diplomas of two grades, valid throughout the State, as follows:

1. High School; authorizing the holder to teach in any Primary or Grammar School, and in any High School in which said holder is not required to teach languages other than the English.

2. Grammar School; authorizing the holder to teach in any Primary or Grammar School.

*Fourth*—Except as provided in section one thousand five hundred and three of this code, diplomas may be issued only to such persons as have held for one year, and who still hold a valid City, City and County, or County certificate corresponding in grade to the grade of the diploma applied for, and who shall furnish satisfactory evidence of having had a successful experience in teaching of at least five years, when applying for an educational diploma, and of at least ten years when applying for a life diploma. Every application must be accompanied to the State Board of Education by a certified copy of a resolution adopted by at least a four-fifths vote of all the members composing a City or County Board of Education, recommending that the diploma be granted, and also by an affidavit of the applicant specifically setting forth the places in which and the dates between which said applicant has taught, and that said applicant has taught a part of each year for five or ten calendar years, respectively. The five or ten years need not be consecutive years, but the aggregate experience must be at least thirty-five months for an educational, and seventy months for a life diploma, and in either case the applicant must have had twenty-one months' experience in the public

schools of California. The application must also be accompanied by a fee of two dollars, for the purpose of defraying the expense of issuing the diploma.

*Fifth*—To revoke or suspend for immoral or unprofessional conduct, or for evident unfitness for teaching; life diplomas or educational diplomas heretofore issued, or that may hereafter be issued, and to adopt such rules for the revocation of diplomas as they may deem expedient or necessary.

1533. He—the State Superintendent—shall have power to call biennially, a convention of the County and City Superintendents, to assemble at such time and place as he shall deem most convenient, for the discussion of questions pertaining to the supervision and administration of the public schools, the laws relating thereto, and such other subjects affecting the welfare and interest of the public schools as shall properly be brought before it. It is hereby made the duty of all County and City Superintendents to attend and take part in the proceedings of such convention when it is called. The actual expenses of the County Superintendents attending the convention shall be allowed by the Board of Supervisors and paid out of the same fund as the salary of the County Superintendents is paid; the actual expenses of the City Superintendents attending the convention shall be allowed and paid out of the same fund as the salary of such City Superintendents is paid.

1543. It is the duty of the County Superintendent of each county:

*First*—To superintend the schools of his county.

*Second*—To apportion the school moneys to each school district as provided in section one thousand eight hundred and fifty-eight of this code at least four times a year. For this purpose he may require of the County Auditor a report of the amount of all school moneys on hand to the credit of the several school funds of the county not already apportioned; and it is hereby made the duty of the Auditor to furnish such report when so required, and whenever an excess of money has accumulated to the credit of a school district by reason of a large census roll and a small attendance, beyond a reasonable amount necessary to maintain a school for eight months in such district for the year, the Superintendent of Schools shall place said excess of money to the credit of the unapportioned school funds of the county, and shall apportion the same as other school funds are apportioned.

*Third*—On the order of the Board of School Trustees or Board of Education of any city or town having a Board of Education, to draw his—the County Superintendent's—requisition upon the County Auditor for all necessary expenses against the School Fund of any district. The requisitions must be drawn in the order in which the orders therefor are filed in his office. Each requisition must specify the purpose for which

it is drawn; but no requisition shall be drawn unless the money is in the Fund to pay it, and no requisition shall be drawn upon the order of the Board of School Trustees or Board of Education against the funds of any district, except for teachers' salaries, unless such order is accompanied by an itemized bill showing the separate items and the price of each, in payment for which the order is drawn, nor shall any requisition for teachers' salaries be drawn unless the order shall state the monthly salary of the teacher, and name the months for which such salary is due. Upon the receipt of such requisition the Auditor shall draw his warrant upon the County Treasurer in favor of the parties for the amount stated in such requisition.

*Seventh*—He shall have the power to issue, if he deem it proper to do so, temporary certificates, valid until the next semi-annual meeting of the County Board of Education, to persons holding certificates of like grade granted in other Counties, Cities, or Cities and Counties, or upon any certificates or diplomas upon which County Boards are empowered to grant certificates without examination as specified in section seven-teen hundred and seventy-five; *provided*, that no person shall be entitled to receive such temporary certificate more than once in the same County.

1560. The Superintendent of every county in which there are twenty or more school districts, and of every city and county in the State, must hold at least one teachers' institute in each year; and every teacher employed in a public school in the county must attend such institute, and participate in its proceedings; *provided*, that cities employing seventy or more teachers may have a separate institute, to meet at least once a year, the sessions to be of not less than three nor more than five days; and *provided further*, that teachers attending such city institute shall not be required to attend the county institute. The expenses of such city institutes, not exceeding two hundred dollars annually, shall be paid from the special School Funds of said city.

1565. Except for a temporary certificate, and except as provided in subdivision second of section one thousand five hundred and three of the political code, every applicant for a teacher's certificate, or for the renewal of a certificate, upon presenting his application, shall pay to the County Superintendent a fee of two dollars, to be by him immediately deposited with the County Treasurer, to the credit of a fund to be known as the teachers' institute and library fund. All funds so credited shall be drawn out only upon the requisition of the County Superintendent of Schools upon the County Auditor, who shall draw his warrant in payment of the service of instructors in the County Teachers' Institute; *provided*, they be not teachers in the public schools of the county in which such institute is held, and for the purchase of books for a library for the use of the teachers of the county. At least fifty per cent. of the teachers' institute and library fund shall be expended for books. The County Su-

perintendent shall take charge of the teachers' library, prepare a catalogue of its contents, and keep a correct record of books taken therefrom and returned thereto.

1617. The power and duties of Trustees of School Districts and of Boards of Education in Cities, are as follows:

*First*—To prescribe and enforce rules, not inconsistent with law or those prescribed by the State Board of Education, for their own government and government of schools and to transact their business at regular or special meetings called for such purpose, notice of which shall be given each member.

*Second*—To manage and control the school property within their districts, and to pay all moneys collected by them, from any source whatever, for school purposes, into the county treasury, to be placed to the credit of the special fund of their districts.

*Third*—To purchase text books of the state series for the use of pupils whose parents are unable to purchase them, school furniture, including organs and pianos and apparatus and such other things as may be necessary for the use of schools; *provided*, that except in incorporated cities having Boards of Education, they purchase such books and apparatus only as have been adopted by the County Board of Education.

*Fourth*—To rent, furnish, repair and insure the school property of their respective districts.

*Fifth*—When directed by a vote of their district, to build school houses or to purchase or sell school lots.

*Sixth*—To make, in the name of the district, conveyances on all property belonging to the district and sold by them.

*Seventh*—To employ the teachers, and excepting in incorporated cities having Boards of Education, immediately notify the Superintendent of Schools in writing of such employment; naming the grade of certificate held by the teachers employed; also to employ janitors and other employes of the schools; to fix and order paid their compensation, unless the same be otherwise prescribed by law; *provided*, that no Board of Trustees shall enter into any contract with such employes to extend beyond the thirteenth day of June next ensuing.

*Eighth*—To suspend and expel pupils for misconduct.

*Ninth*—To exclude from schools children under six years of age; *provided*, that in cities and towns in which the kindergarten has been adopted or may hereafter be adopted, as a part of the public primary schools, children may be admitted to such kindergarten classes at the age of four years.

*Tenth*—To enforce in schools the course of study and the use of text-books prescribed and adopted by the proper authority.

*Eleventh*—To appoint district librarians, and enforce the rules prescribed for the government of district libraries.

*Twelfth*—To exclude from schools and school libraries all books, publications or papers of a sectarian, partizan or denominational character.

*Thirteenth*—To furnish books for the children of parents unable to purchase them; the books so furnished to belong to the school district, and to be kept in the district school library when not in use.

*Fourteenth*—To keep a register, open to the inspection of the public, of all children applying for admission and entitled to be admitted into the public schools, and to notify the parents or guardians of such children when vacancies occur, and to receive such children into the schools in the order in which they are registered.

*Fifteenth*—To permit children from other districts to attend the schools of their district only upon the consent of the trustees of the district in which such children reside; *provided*, that should the trustee of the district in which children, whose parents or guardians desire them to attend in other districts, reside, refuse to grant their consent, the parents or guardians of such children may appeal to the County Superintendent, and his decision shall be final.

*Sixteenth*—On or before the first day of April in each year to appoint a School Census Marshal, and notify the Superintendent of Schools thereof; *provided*, that in any city, or city and county, the appointment of all school census marshals shall be subject to the approval of the City Superintendent of Schools.

*Seventeenth*—To make an annual report, on or before the first day of July, to the Superintendent of Schools, in the manner and form, and on the blanks prescribed by the Superintendent of Public Institution.

*Eighteenth*—To make a report, whenever required, directly to the Superintendent of Public Institution of the text-books used in their schools.

*Nineteenth*—To visit every school in their district at least once in each term, and examine carefully into its management, condition and wants. This clause to apply to each and every member of the Board of Trustees.

1619. *First*—The Boards of School Trustees and City Boards of Education must maintain all the schools established by them for an equal time during the year, and as far as practicable, with equal rights and privileges.

1620. Writing and drawing paper, pens, inks, blackboards, black-board rubbers, crayons, and lead and slate pencils, and other necessary

supplies for the use of the schools, must be furnished under the direction of the City Boards of Education and Boards of School Trustees, and charges therefor must be audited and paid as other claims against the county school fund of their districts are audited and paid.

1621. The Boards of School Trustees and City Boards of Education must use the school moneys received from the State and county apportionments exclusively for the support of schools for that school year, until at least an eight months' school has been maintained. If at the end of any year during which an eight months' school has been maintained, there is an unexpended balance, it may be used for the payment of claims against the district outstanding, or it may be used for the year succeeding. Any balance remaining on hand at the end of any school year in which school has not been maintained eight months shall be reapportioned by the Superintendent of Schools as other moneys are apportioned; *provided*, that if a district has been prevented from maintaining a school for eight months in any year in consequence of fire, flood, prevailing epidemic, or other cause which may upon investigation by the Superintendent of the County be determined to be a good and sufficient one, said balance shall not be reapportioned.

1634. It is the duty of the Census Marshall:

*First*—To take annually, between the fifteenth and thirtieth days of April, inclusive a census of children, including the children of Indian parents who pay taxes or who are not living in the tribal relation, under seventeen years of age, who were residents of his district on said fifteenth day of April.

*Second*—To report the results of his labors to the Superintendent of Schools (or the Board of Education, in cities), on or before the tenth day of May of each year.

*Third*—He shall visit each habitation, home, residence, domicile or place of abode in his district, and by actual observation and interrogation enumerate the census children of the same.

*Fourth*—Before entering into the discharge of his duties as such, the Census Marshal must qualify and file his oath of office with the Superintendent of Schools.

1636. His report must be made under oath, upon blanks furnished by the Superintendent of Public Instruction, and must show:

*First*—The number, age, sex, color and nationality of the children listed.

*Second*—The names of the parents and guardians of said children arranged alphabetically, except in cities of the first class. In all cities the number and street of residence must be given.

*Third*—Such other facts as the Superintendent of Public Instruction may designate.

*Fourth*—The Census Marshals have the power to administer oaths to parents and guardians.

*Fifth*—If at any time the Superintendent of Schools has reason to believe that a correct census of the district has not been taken he must have it corrected, and, if necessary for the purpose, he may appoint a Census Marshal and have the census of the district retaken. Should the Board of Education or Board of School Trustees of said city or district refuse to issue an order for the compensation of said Marshal for his services the Superintendent is hereby authorized to issue his requisition therefor against the county fund of such city or district without such order.

1637. He must include in his report all children who are absent attending institutions of learning, and whose parents or guardians are residents of the district; he must also include as census children the children of Indian parents who pay taxes and of Indian parents who are not living in the tribal relation; he must also include all orphan children absent from the district in orphan asylums, whose guardians reside in the district, and every half orphan absent in asylums whose surviving parent or guardian resides in the district; he must also include all native-born Chinese children.

1638. He must not include in his report children who are attending institutions of learning or such benovolent institutions as deaf and dumb, blind and orphan asylums in his district whose parents or guardians do not reside therein.

1639. The compensation of Census Marshal must be audited and paid as other claims upon the school fund of the district are audited and paid; *provided*, such compensation shall not exceed six dollars per day for time actually and necessarily employed; *and provided, further*, that in no case shall the compensation be computed at a per capita sum; nor shall any order for such compensation be drawn by the Trustees of any district, or by any Board of Education, until they shall have been notified by the Superintendent that the report of the Census Marshal has been approved by him. In case the report should not be approved by the Superintendent the Census Marshal shall not be entitled to receive any compensation.

1662. Every school unless otherwise provided by law, must be open for the admission of all children between six and twenty-one years of age residing in the district, and the Board of School Trustees or City Board of Education have power to admit adults and children not residing in the district, whenever good reasons exist therefor. Trustees



shall have the power to exclude children of filthy or vicious habits or children suffering from contagious or infectious diseases, and also to establish separate schools for Indian children and for children of Mongolian or Chinese descent. When such separate schools are established, Indian, Chinese or Mongolian children must not be admitted into any other school; *provided*, that in cities and towns in which the kindergarten has been adopted, or may hereafter be adopted, as part of the public primary schools, children may be admitted to such kindergarten classes at the age of four years.

1663. All schools, unless otherwise provided by law, must be divided into primary and grammar grades.

1664. All schools must be taught in the English language.

1665. Instruction must be given in the following branches, in the several grades in which each may be required, viz: Reading, writing, orthography, arithmetic, geography, grammar, History of the United States, elements of physiology and hygiene, with special instructions as to the nature of alcoholic drinks and narcotics and their effects upon the human system, vocal music, elementary book-keeping, industrial drawing and civil government; *provided*, that instruction in physiology and hygiene, elementary book-keeping and civil government may be oral, no text books in these subjects being required to be purchased by the pupils; *provided, further*, that the Board of Education of any county may, in districts having less than one hundred census children, confine the pupils to the studies of reading, orthography, arithmetic, grammar, geography, history, penmanship and elementary book-keeping until they have a practical knowledge of these subjects.

1666. Other studies may be authorized by the Board of Education of any county, city, or city and county, but no such studies shall be pursued to the neglect or exclusion of the studies in the preceding section specified.

1667. Instruction must be given in all grades of school and in all classes during the entire school course in manners and morals upon the nature of alcoholic drinks and narcotics and their effects upon the human system.

1668. Attention must be given to such physical exercises for the pupils as may be conducive to health and vigor of body, as well as mind, and to the ventilation and temperature of school rooms.

1673. No school must be continued in session more than six hours a day, and no pupil under eight years of age must be kept in school more than four hours per day. Any violation of the provisions of this section must be treated in the same manner as the violation of the provisions of the preceding sections.

1696. Every teacher in the public schools must:

*First*—Before assuming charge of a school, file his or her certificate with the Superintendent of Schools; *provided*, that when any teacher so employed is the holder of a California State Normal School diploma, accompanied by the certificate of the State Board of Education, as provided in subdivision third, of section one thousand five hundred and three, of the political code, an educational or life diploma of California, upon presentation thereof to the Superintendent he shall record the name of said holder in a book provided for that purpose in his office, and the holder of such diploma shall thereupon be absolved from the provisions of this subdivision.

*Second*—Before taking charge of a school, and one week before closing a term of school, notify the County Superintendent of such fact, naming the day of opening or closing. Boards of Education and Boards of School Trustees must in every case give to the teacher a notice of at least two weeks of their intention to close the term of school under their charge. No Superintendent shall draw any requisition for the last month's salary of any teacher until said teacher has filed with him the notice required by this subdivision.

*Third*—Enforce the course of study, the use of the legally authorized text books, and the rules and regulations prescribed for schools.

*Fourth*—Hold pupils to a strict account for their conduct on the way to and from school, on the playground, or during recess, suspend, for good cause, any pupil from the school, and report such suspension to the Board of School Trustees or City Board of Education for review. If such action is not sustained by them, the teacher may appeal to the County Superintendent, whose decision shall be final.

*Fifth*—Keep a State school register, in which shall be left at the close of the term, a report showing programme of recitations, classification, and grading of all pupils who have attended school at any time during the school year. The Superintendent shall in no case draw a requisition in favor of the teacher, until the teacher has filed with him a certificate from the Clerk of the Board of School Trustees to the effect that the provisions of this subdivision have been complied with.

*Sixth*—Make an annual report to the County Superintendent at the time and in the manner and on the blanks prescribed by the Superintendent of Public Instruction. Any teacher who shall end any school term before the close of the school year, shall make a report to the County Superintendent immediately after the close of such term; and any teacher who may be teaching any school at the end of the school year, shall in his or her annual report, include all statistics for the entire school year, notwithstanding any previous report for a part of the year. The Superintendent of Schools shall in no case draw a requisition for the

salary of any teacher for the last month of the school term until the report required by this subdivision has been filed, and by him approved.

*Seventh*—Make such other reports as may be required by the Superintendent of Public Instruction, County Superintendent, Board of School Trustees, or City Board of Education.

1697. A school month is construed and taken to be twenty school days, or four weeks of five school days each.

1698. In case of the dismissal of any teacher before the expiration of any oral or written contract entered into between such teacher and Board of Trustees, for alleged unfitness or incompetence, or violation of rules, the teacher may appeal to the School Superintendent; and if the Superintendent decides that the removal was made without good cause, the teacher so removed must be reinstated and shall be entitled to compensation for the time lost during the pending of the appeal.

1699. *First*—Any teacher whose salary is withheld may appeal to the Superintendent of Public Instruction, who shall thereupon require the Superintendent of Schools to investigate the matter and present the facts thereof to him, the judgment of the Superintendent of Public Instruction shall be final; and upon receiving it the Superintendent of Schools, if the judgment is in favor of the teacher, shall, in case the Trustees refuse to issue an order for said withheld salary, issue his requisition in favor of said teacher.

*Second*—Should any teacher employed by a Board of School Trustees for a specified time, leave the school before the expiration of such time, without the consent of the Trustees, in writing, said teacher shall be deemed guilty of unprofessional conduct, and the Board of Education of the County are authorized, upon receiving notice of such fact, to suspend the certificate of such teacher for the period of one year. Should said teacher be the holder of an Educational or a Life Diploma, the Superintendent of Schools shall report the delinquency of the teacher to the State Board of Education, who are thereupon authorized to suspend said diploma for the period of one year.

1700. No warrant must be drawn in favor of any teacher unless the officer whose duty it is to draw such warrant is satisfied that the teacher has faithfully performed all the duties prescribed in section one thousand six hundred and ninety-six.

1701. No requisition for a warrant shall be drawn in favor of any teacher, unless such teacher is the holder of a proper certificate, in force for the full time for which the requisition is drawn, nor unless he was employed by the Board of Trustees, or City Board of Education, or by the Superintendent of Schools, as provided in section one thousand five hundred and forty-five.

1702. It shall be the duty of all teachers to endeavor to impress upon the minds of the pupils the principles of morality, truth, justice and patriotism, to teach them to avoid idleness, profanity and falsehood; to instruct them in the principles of a free government, and to train them up to a true comprehension of the rights, duties and dignity of American citizenship.

1704. No person is eligible to teach in any public school in this State, or to receive a certificate to teach, who has not attained the age of eighteen years.

1817. The County Superintendent of each County having a population of less than two hundred thousand inhabitants must, on or before the first regular meeting of the Board of Supervisors, in September in each year, furnish the Supervisors and the Auditor, respectively, an estimate in writing, of the minimum amount of county school fund needed for the ensuing year. The amount he must compute as follows:

*First*—He must ascertain, in the manner provided for in subdivisions one and two of sections eighteen hundred and fifty-eight, the total number of teachers in the county.

*Second*—He must calculate the amount required to be raised at five hundred dollars per teacher. From this amount he must deduct the total amount of State apportionments, and the remainder shall be the minimum amount of county school fund needed for the ensuing year; *provided*, that if this amount is less than sufficient to raise a sum equal to six dollars for each census child in the county, then the minimum amount shall be such a sum as will be equal to six dollars for each census child in the county.

1858. All State school moneys apportioned by the Superintendent of Public Instruction must be apportioned to the several counties in proportion to the number of school census children, as shown by the returns of the School Census Marshal of the preceeding school year; *provided*, that Indian children whose parents are on government reservations, or are living in the tribal relation, and Mongolian children not native born, shall not be included in the apportionment list. The School Superintendent in each County must apportion all State and county school moneys as follows:

*First*—He must ascertain the number of teachers each district is entitled to by calculating one teacher for every seventy school census children, or fraction thereof, not less than twenty school census children, as shown by the next preceding school census; *provided*, that all children in any asylum, and not attending the public schools, of whom the authorities of said asylum are the guardians, shall not be included in making the estimate of the number of teachers to which the district in which the asylum is located is entitled.

*Second*—He must ascertain the total number of teachers for the county by adding together the number of teachers assigned to the several districts.

*Third*—Five hundred dollars shall be apportioned to each district for every teacher assigned to it; *provided*, that no district having ten and less than twenty school census children, shall be apportioned four hundred dollars; *provided further*, that to districts having over seventy school census children and a fraction of less than twenty, there shall be apportioned twenty dollars for each census child in said fraction.

*Fourth*—All school money remaining on hand after apportioning to the districts the money provided for in subdivision three of this section, must be apportioned to the several districts in proportion to the average daily attendance in each district during the preceding school year. Census children, whenever mentioned in this chapter, shall be construed to mean those between the ages of five and seventeen years.

*Fifth*—Whenever in any school year, prior to the receipt by the counties, cities, or cities and counties of this State of their State, county, or city school fund, the school districts or cities shall not have sufficient money to their credit to pay the lawful demands against them, the county, city, or city and county Superintendent shall give the Treasurer of said county, city, or city and county, an estimate of the amount of school money that will next be paid into the county, city, or city and county treasury, stating the amount to be apportioned to each district. Upon the receipt of such estimate, it shall be the duty of the Treasurer of said county, city, or city and county, to transfer from any fund not immediately needed to pay claims against it, to the proper school fund, an amount not to exceed ninety per cent. of the amount estimated by the Superintendent, and he shall immediately notify the Superintendent, of the amount so transferred. The funds so transferred to the school fund shall be re-transferred by the Treasurer to the fund from which they were taken, from the first money paid into the school fund after the transfer.

1861. The State School Fund must be used for no other purpose than the payment of the salaries of Primary and Grammar schools.

1867. Any parent, guardian, or other person who shall insult or abuse any teacher in the presence of the school shall be guilty of a misdemeanor, and be liable to a fine of not less than ten nor exceeding one hundred dollars. (See also Penal Code 654).

1868. Any person who shall willfully disturb any public school or any public school meeting, shall be guilty of a misdemeanor, and liable to a fine of not less than ten nor more than one hundred dollars.

1870. No officer named in this title, or teacher in any public school held under the provisions of this title, must act as agent for any author, publisher, bookseller, or other person, to introduce any book, apparatus

furniture, or any other article whatever, in the common schools of this State, or any one or more of them, or directly or indirectly contract for, or receive any gift or reward for so introducing or recommending the same; and any officer so acting or receiving must be deemed guilty of a misdemeanor, and on conviction, be punished by fine or imprisonment, and be removed from office.

1873. Every officer, including Secretaries and Assistant Secretaries of Boards of Education, charged with the performance of duties under the provisions of this chapter, may administer and certify oaths relating to officers or official matters concerning public schools.

1874. In the adoption of text-books, all County, City, and City and County Boards of Education shall be governed by the following rules:

*First*—Any books hereafter adopted as a part of uniform series of text-books must be continued in use for not less than four years.

*Second*—No change of text-books must be made at any other time than in the months of May or June of the year in which the change is made, and no changes shall be made to take effect till the beginning of the school term commencing after the thirteenth day of June of that year.

*Third*—At least sixty days' notice of any proposed change in text-books must be given by publication in a newspaper of general circulation, published in the county, if there be one, in which such change is to be made. If there be no newspaper published in the county, then such publication shall be made in any newspaper having a general circulation in the county. A copy of the newspaper containing such publication, with such notice marked, must, immediately after the first publication thereof, be by the Secretary of the Board transmitted to the State Board of Education, and the same, when received, must be filed by the Secretary of said State Board. Said notice shall state what text-books it is proposed to change; that sealed bids or proposals will be received by the Board for furnishing books to replace them; the place where and the day and hour when all bids or proposals will be opened, and that the Board reserves the right to reject any and all bids or proposals. Said notice shall be published in such newspaper as often as the same shall be issued after the first publication thereof; *provided*, that in the year eighteen hundred and eighty only fifteen days' notice need be given.

*Fourth*—At the time and place specified in said notice the Board shall meet and publicly open and read all of the bids or proposals which have been received by them, and shall make their awards thereon within ten days thereafter.

*Fifth*—Said bids or proposals must be accompanied by sample copies

of the books proposed to be furnished, together with a statement of the wholesale and retail price at which the publisher agrees to furnish each book within the county, or at San Francisco, during the full time for which said books are to be adopted.

*Sixth*—If no satisfactory bids or proposals are received, then the books already in use may continue in use until changed, as herein provided.

*Seventh*—The publisher or publishers whose proposals shall be accepted, must enter into a written contract with the Board of Education making the award, and shall give a good and sufficient bond in a reasonable sum, to be fixed by the Board of Education, for the faithful performance thereof. Publishers of books already in use may bid under the provisions of this section as well as others, and such bids, if satisfactory, may be accepted by the Board.

1875. If any city or district refuse or neglect to use the books that may be prescribed, or use any other text-books in any of the prescribed studies, the Superintendent of Public Instruction must withhold from such city, town, or district, twenty-five per cent. of all State school moneys to which it may be entitled, until it comply; and any moneys so withheld must be apportioned by the Superintendent at the next annual apportionment, in the same manner as other school moneys in the treasury.

1876. No School Trustee or member of any Board of Education must be interested in any contract made by the Board of which he is a member, and any contract made in violation of this provision is void.

1878. The school year begins on the first day of July and ends on the last day of June.

1879. The offering of any valuable thing to any member of the Board of Education or Board of School Trustees, with the intent thereby to influence his action in regard to the granting of any teacher's certificate, the appointment of any teacher, Superintendent, or other officer or employe, the adoption of any text-book, or the making of any contract to which the Board of Education of which he is a member shall be a party, or the acceptance by any member of a Board of Education or Board of School Trustees of any valuable thing, with corrupt intent, shall be a misdemeanor punishable as by law; *provided*, any person may be compelled to testify in any lawful investigation or judicial proceeding against any person who may be charged with any offense described in this section. Any contract or appointment obtained from a Board of Education or Board of School Trustees by corrupt means shall be void.

52. (Political Code). Every person has, in law, a residence. In determining the place of residence, the following rules are to be observed:

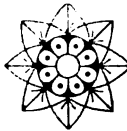
1. It is the place where one remains when not called elsewhere for labor or other temporary purpose, and to which he returns in seasons of repose.

2. There can only be one residence.

3. A residence can not be lost until another is gained.

4. The residence of the father during his life, and after his death the residence of the mother while she remains unmarried, is the residence of the unmarried minor child.

58. (Political Code). Every elector is eligible to the office for which he is an elector, except when otherwise especially provided; and no person is eligible who is not such an elector.





## LIST OF TEACHERS FOR 1896-7.

NAME	SCHOOL	RESIDENCE
Adams, Una.....	Union.....	1325 So. Hope street
Allyn, Ruth.....	Ninth.....	10 Loomis street
Anderson, Fidelia A.....	San Pedro .....	928 Santee street
Anderson, Grace.....	San Pedro.....	928 Santee street
Anderson, Julia.....	New Macy.....	Sub. Station 4
Angell, Amelia.....	Alpine.....	1011 So. Main street
Armstrong, Amy .....	Castelar.....	1400 Vernon street
Armstrong, Jeanette.....	Sentous.....	627 W. 15th street
Atherton, Ruth B.....	Boyd.....	236 N. Alta street
Ashley, Mr. R. L.....	Custer.....	730 W. 16th street
Bacon, Laura G.....	Hayes.....	1629 Santee street
Bailey, Arline L.....	Sixth .....	721 So. Boadway
Baker, Mr. A. E. ....	High.....	1024 Blaine street
Barracrough, Nellie A.....	Arroyo.....	1033 Pasadena avenue
Batty, Kate S.....	Union.....	1632 Council street
Bear, Mary E.....	Sixteenth.....	2016 So. Main street
Bengough, Eliza.....	Spring.....	627 W. Seventh street
Bennett, Alba St. C.....	Temple.....	2430 Hoover street
Bennett, Mary L.....	Amelia.....	Temple and Union avenue
Bettinger, Mr. M. C.....	Thirtieth .....	609 E. 29th street
Betts, Mrs. Ella J.....	Temple.....	1135 So. Hill street
Bixby, Ada P.....	Spring.....	920 W. 8th street
Blackinton, Mary Alice.....	Seventh .....	416 So. Broadway
Blakely, Agnes M.....	Union.....	224 So. Grand avenue
Blanchard, Maude.....	High.....	113 So. Olive street
Blanford, Carrie M.....	Amelia.....	217 W. 30th street
Bonebrake, Mr. P. O.....	Hellman.....	1222 Trenton street
Boquist, Laura L.....	Amelia.....	402 W. 7th street
Bouelle, Mr. F. A.....	Hewitt.....	418 W. 8th street
Boyle, Maud .....	Staunton.....	809 E. 15th st. Sta. M
Bradfield, Mrs. C. P.....	Drawing Principal.....	946 So. Hope street
Bradshaw, Lucy.....	Harper.....	Vermont ave and Adams street
Barnes, Nellie.....	Rosedale.....	1492 W. 24th street
Brodbeck, Mrs. Kate.....	Santa Fe .....	Central and Vernon avenues
Bransby, Mr. Carlos.....	High.....	514 W. Second street
Brigham, Alma S.....	High.....	401 Court street
Bristol, Frances.....	Harper.....	888 W. Jefferson street

# LIST OF TEACHERS

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NAME	SCHOOL	RESIDENCE
Brotherton, Frances.....	Spring.....	325 W. Adams street
Brouillette, Lelia.....	L. A. ....	1803 Bush street
Brown, Anne E. A. ....	Thirtieth.....	1213 W. 23d street
Brown, Elizabeth A.....	Sixth.....	Station A
Bruce, Belle Mrs.....	Griffin.....	Highland Park
Bruere, Julia.....	Seventeenth.....	644 W. 16th street
Bruere, Clara.....	Seventeenth.....	644 W. 16th street
Bunn, Alice A.....	Custer.....	507 Temple street
Butler, Isolda.....	Boyd.....	932 Cottage Place
Byram, Mrs. Fannie H.....	Normal Model.....	1436 Vernon street
Barnes, Grace M.....	Normal Model.....	2825 So. Hope street
Bixby, Luella M.....	Hayes.....	1400 Vernon street
Bingham, Susan A.....	Amelia.....	1125 W. 21st street
Brown, Mr. Luther G.....	High.....	1015 W. 4th street
Brown, Aline C. D.....	Seventh.....	23d and Thornton street
Campbell, Laura J.....	Olive.....	425 Temple street
Campbell, Mrs. Orpah.....	Sixth.....	721 So. Broadway
Canfield, Harriet M. ....	Custer.....	1217 So. Hill street
Carlson, Mr. Milton.....	High.....	649 So. Sichel street
Carr, Katharine.....	High.....	145 W. Adams street
Carrick, Ida E.....	Macy.....	139 N. Griffin avenue
Cass, Cora.....	Hayes.....	158 W. 24th street
Cates, Mr. E. E.....	Custer.....	844 W. 17th street
Champlin, Anna B.....	Alpine.....	1153 Westlake avenue
Charest, Mina.....	Staunton.....	Station M.
Chilcote, Mr. G. H.....	Sixth.....	834 Pasadena avenue
Clark, Emily C.....	High.....	1016 Denver avenue
Clark, Katharine.....	Ann.....	719 Montreal
Clark, Lillian M.....	Sand.....	637 So. Hope street
Clark, Margaret S.....	Gates.....	128 N. Johnson
Claypool, Alice.....	First.....	619 W. 9th street
Claypool, Mary F.....	Spring.....	619 W. 9th street
Clegg, Lola A.....	Ann.....	1501 So. Hope street
Cook, Mary A.....	Sand.....	125 So. Olive street
Corbett, Ada E.....	Second.....	125 Boyle avenue
Cowan, Estelle.....	Ninth.....	824 W. 10th street
Cowan, Mary.....	Temple.....	824 W. 10th street
Cowan, Rose E.....	Hellman.....	824 W. 10th street
Crary, Bertha.....	Sand.....	637 So. Hope street
Crew, Maud.....	Olive.....	2901 So. Hope street
Croft, Mrs. Gertrude D.....	Temple.....	521 W. 10th street
Culverwell, Alice S.....	Norwood.....	802 W. Washington street
Curtis, Mrs. Mary W.....	Thirtieth.....	124 W. 36th street
Cushing, Alice J.....	Macy.....	733 So. Broadway
Cooney, Ell L.....	Ann.....	617 W. 11th street

NAME	SCHOOL	RESIDENCE
Carr, Elizabeth R.....	Rosedale.....	145 W. Adams street
Caleff, Emma.....	Seventeenth.....	208 E. Adams street
Cate, Mattie.....	Second.....	125 Boyle avenue
Clarke, Kate A.....	Ann.....	317 So. Hill street
Cox, Bessie M.....	Gates.....	614 W. 6th street
Daman, Mr. A. O.....	Harmony.....	461 E. 30th street
Davis, Bessie M.....	Tenth.....	721 So. Broadway
Davis, Helen W.....	High.....	109 W. Ann street
Davis, Mary A.....	New Macy.....	Box 78 Station S.
Davis, Rose A.....	San Pedro.....	1352 So. Olive street
Day, Olivia.....	Fremont.....	211 So. Union ave
Day, Lizzie.....	Casco.....	623 W. 17th street
DeLuna, Edith N.....	Harper.....	1331 W. 30th street
Desmond, Kate E.....	Ninth.....	937 So. Hill street
Desmond, Nora L.....	Twenty-eighth.....	937 So. Hill street
Dexter, Yetta F.....	Breed.....	2037 E. 2d. street
Dick, Nettie M.....	Cambria.....	L st., Pico Heights
Devlin, Minnie.....	Olive.....	838 S. Olive street
Dixon, Ella M.....	Gates.....	136 No. Daly street
Dixon, Mrs. Regina M.....	High.....	209 S. Bunker Hill ave
Dolland, Mr. Edward.....	Santa Fe.....	P. O. Box 779
Donahue, Mrs Jennie.....	Cornwell.....	1419 Maple ave
Doran, Addie E.....	Gates.....	614 W. 6th street
Downing, Margaret.....	Ninth.....	436 S. Hill street
Du Bois, Mrs. C. G.....	Castelar.....	839 Buena Vista street
Duncan, Luella.....	Custer.....	1607 Pico street
Dunham, Florence.....	High.....	1217 S. Hill street
Dorn, Olga.....	Norwood.....	676 W. 23rd street
Dorsey, Mrs. Susan M.....	High.....	211 W. Jefferson street
Egan, May.....	Temple.....	1525 Rockwood street
Egan, Minnie.....	Fremont.....	1525 Rockwood street
Ellis, Clara M.....	First.....	1012 W. 7th street
Emery, Mr. R. B.....	Eighth.....	920 W. 8th street
Elliot, Agnes.....	Normal Model.....	514½ W. 2nd street
Field, Edith H.....	Sand.....	1443 Carroll ave
Finch, Eleanor G.....	Sentous.....	1863 Winfield street
Fitzmier, Bertha.....	Thirtieth.....	801 W. 32nd street
Fleishman, Helena.....	Olive.....	1339 Union ave
Flentjen, Augusta.....	Cambria.....	Station D
Flint, Ora.....	Sixth.....	247 S. Broadway
Fortson, Mrs. Laura M.....	Ninth.....	619 W. 9th street
Foshay, Amelia M.....	Norwood.....	2341 Scarff street
Foster, Mrs. Lizzie.....	Hewitt.....	918 E. 28th street
Fitzmier, Nellie M.....	Pico Heights.....	801 W. 32nd street
Fox, Charlotte J.....	Castelar.....	201 S. Griffin ave

# LIST OF TEACHERS

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NAME	SCHOOL	RESIDENCE
Fox, Mr. Chas. J	Arm	201 S. Griffin ave
Foy, Mary E	High	651 S. Pearl street
Frank, Eva M	Temple	758 S. Olive street
Frew, Mr. Will. F	Second	223 Bailey street
Frick, Mrs. M. J	High	530 Court street
Frye, Ida M	High	1200 S. Hill street
Fields Elizabeth	Staunton	401 W. 22nd street
Francis, Mr. John H	High	1331 Wright street
Folsom, Marian E	Harper	No 3 Ellendale Place
Finch, Eunice H	Sixth	807 Golden ave
Flentjen, Annie E	Sentous	Station D
Garbutt, Mrs. Mary E	Casco	244 N. Olive street
Gardiner, Emily J	Hellman	1024 S. Olive street
Getchell, Cora M	San Pedro	533 Maple ave
Getchell, Nettie L	Hewitt	533 Maple ave
Getz, Keturah C	Cambria	834 S. Flower
Gibson, Elizabeth J	Boyd	229 N. Grand ave
Glass, Jeanette	Macy	2407 S. Grand ave
Glasscock, Ida	Twenty-eighth	721 S. Broadway
Goodenow, Mr. F. G	Seventh	145 W. Pico
Gordon, Bertha E	Sixteenth	1826 S. Hope
Gordon, Mrs. M. E	Olive	2407 S. Grand ave
Gould, Jennie C	Ann	163 N. Daly street
Gray, Alice C	Thirtieth	36th and McClintock street
Greenman, Mrs. M. J	Spring	345 S. Hill
Gregory, Mrs. Anna C	Sixth	313 California street
Gregory, Mrs. A. L	Custer	1026 Bartlett street
Griffith, Mr. B. W	Union	1241 W. State street
Griffiths, Emma	Olive	721 S. Broadway
Griswold, Anna S	Sixteenth	1826 S. Hope street
Griswold, Eva	Olive	152 W. 24th street
Gude, Alberta	Hewitt	1243 Ionia street
Gower, Hattie F	Spring	cor. Johnson & Minnesota streets
Guard, Hattie B	Breed	139 S. Soto street
Haas, Clara J	Seventh	14th and Stanford ave
Hastings, Mary A	Hellman	413 Well street
Haller, Dora	Chestnut	629 Pasadena ave
Harris, Caroline E	Ann	203 E. Elmyra street
Halvorsen, Marie C	Grafton	456 Belmont ave
Hanchette, Mrs. Emma	Ninth	622 S. Hope street
Hanlon, Annie R	Breed	1328 S. Hope street
Hanlon, Harriet	San Pedro	1328 S. Hope street
Hanna, Jean M	Sixth	1931 S. Grand ave
Hardenberg, Rose H	Temple	247 S. Hill street
Harcus, Mrs. Hannah E	Twenty-eight	224 E. 27th street

NAME	SCHOOL	RESIDENCE
Harris, Bessie E.....	Griffin.....	731 W. 18th street
Harrow, Frances V .....	High.....	705 College street
Haveman, Jeanette.....	Sixteenth.....	118 E. 35th street
Haveman, Mr. William .....	High.....	118 E. 35th street
Hawks, Franc .....	Olive.....	Catalina Hotel
Henderson, Gertrude.....	High.....	1257 W. 4th street
Henderson, Janet M.....	Hayes.....	813 Downey avenue
Henderson, Mary A.....	Chestnut.....	813 Downey avenue
Henry, Mr. J. W.....	High.....	1851 Winfield
Henry, Helen.....	Eighth.....	833 So. Hill street
Henry, Mrs. M. J.....	Breed.....	317 N. Soto street
Hitt, Edith A.....	L. A.....	266 W. 37th street
Houghton, Clara H.....	Hellman .....	939 So. Pearl street
Housh, Mr. W. H.....	High.....	1033 So. Flower street
Hunt, Helen E.....	Griffin.....	115 So. Olive street
Huntly, Wenona F.....	Chestnut.....	757 So. Burlington street
Huston, Margaret.....	High.....	142 W. Pico street
Hutchins, Grace J.....	Second.....	1037 Lincoln street
Hutchinson, Louise M.....	Ass't Drawing.....	1012 So. Hope street
Hutchings, Ada.....	Hewitt.....	366 So. Johnson street
Hutchison, Mr. Edward.....	New Macy.....	846 Lyon street
Hutton, Ada E.....	Norwood.....	1007 W. 21st street
Haverstick, Edith.....	San Pedro.....	1101 So. Pearl street
Horgan, Gertrude.....	Ann.....	323 Jackson street
Hays, Fannie M.....	Rosedale.....	P. O. Box 702
Housh, Miss F. M.....	West Vernon.....	840 So. Hill street
Hobbs, Eugenia L.....	Twenty-eighth.....	521 Fremont avenue
Hunt, Lulu E.....	West Vernon.....	812 So. Hill street
Hyde, Miss O. E.....	Thirtieth.....	110 Forrester avenue
James, Margaret.....	Sentous.....	1142 So. Flower street
Jamison, Rachel H.....	Fremont.....	1013 W. 1st street
Jepson, Esther.....	Amelia.....	820 So. Muin avenue
Jones, Dora A.....	Seventh.....	1619 Maple avenue
Jones, Melvania.....	Sixth.....	Gamanza
Joy, Edith M.....	Seventeenth.....	1939 Oak street
Joy, Eleanor M.....	Seventeenth.....	1939 Oak street
Junkin, Annie M.....	Temple.....	7017 W. 22nd street
Johnson, Annette.....	Sentous.....	820 W. 11th street
Kane, Emma G.....	Spring.....	1009 So. Main street
Kane, Ella H.....	Hellman.....	1009 So. Main street
Keppel, Mr. Mark.....	Harper.....	1330 Wright street
Kennedy, Nettie.....	Union.....	705 Pasadena avenue
King, Mary F.....	New Macy.....	University P.O.
Knewing, Amy.....	Gates.....	145 So. Flower street
Kunou, Mr. Chas A.....	High.....	131 So. Truman street

NAME	SCHOOL	RESIDENCE
Ladd, Lucy E.....	Seventeenth.....	1547 Shatto street
Lamb, Bessie E.....	San Pedro.....	118 E. 25th street
Lane, Edith L.....	New Macy.....	638 Crocker street
Lang, Mary A.....	Swain.....	237 So. Sichel street
Lawton, Frances M.....	Ninth.....	1037 Lincoln street
Lewis, Pauline.....	New Macy.....	756 Flower street
Leland, Annie L.....	Spring.....	945 Orange street
Leslie, Mr. Geo. L.....	High.....	1016 Ingraham street
LeVan, Mary E.....	Hellman.....	237 So. Sichel street
Levielle, Blanche.....	High.....	231 N. Hope street
Lord, Mira L.....	Union.....	733 So. Burlington
Lindley, Vesta.....	San Pedro.....	757 So. Hope street
Lowe, Mr. W. O.....	Highland Park.....	1408 Wright street
Lynch, Anna.....	Hewitt.....	533 Fremont avenue
Latta, Louise.....	Twenty-eighth.....	250 E. 30th street
Latham, Mr. C. E.....	Sentous.....	840 W. 17th street
Lopez, Jesucita.....	Castelar.....	232 S. Hill street
Machold, Ernestine.....	Custer.....	2323 London street
Mackey, Mrs. Frances.....	Castelar.....	404 Amelia street
Madden, Mrs. K. L.....	Breed.....	2625 Michigan avenue
Maitland, Mary F.....	Sixteenth.....	214 W. Pico street
Marsh, Mrs. Mabel R.....	Castelar.....	856 W. Washington street
McFadden, Isabel.....	Tenth.....	Station D
KcCarthy, Kate.....	Cornwell.....	1419 Maple avenue
McCormack, Ida.....	Sixteenth.....	325 W. 17th street
McGaw, Jessie A.....	Twenty-eighth.....	223 Bailey street
McKenzie, Belle.....	Second.....	125 Boyle avenue
McKenzie, Lizzie A.....	Macy.....	125 Boyle avenue
McPheron, Mr. J. M.....	High.....	437½ Temple street
Mellette, Mr. J. H.....	Castelar.....	234 No. Pearl street
Millard, Mr. J. B.....	Spring.....	139 So. Hill street
Miller, Mrs. Louise J.....	Norwood.....	3044 Hoover street
Miller, Narcissa J.....	Sixteenth.....	2407 So. Grand avenue
Milligan, Eva M.....	Sixteenth.....	522 So. Spring street
Mills, Elizabeth.....	Spring.....	548 So. Alvarado street
Millsbaugh, Mrs. Nora H.....	Norwood.....	2425 So. Flower street
Monlux, Mr. J. B.....	Twenty-eighth.....	250 E. 30th street
Moore, Mr. Sidney H.....	Seventh.....	301 N. Broadway
Morgan, Linella.....	Ninth.....	532 Towne avenue
Morrison, Ida E.....	Chestnut.....	622 Athena street
Mosher, Mary S.....	Second.....	Pasadena
Mosher, Libbie.....	Pico Heights.....	1229 S. Hope street
Munday, Mrs. Pem H.....	Thirtieth.....	324 W. 23rd street
Murdock, Grace R.....	First.....	2537 E. 1st street
Murdock, Maria B.....	First.....	2537 E. 1st street
Murphy, Mary S.....	Twenty-eighth.....	934 Lincoln street

NAME	SCHOOL	RESIDENCE
Murphy, Luna.....	San Pedro.....	258 N. Workman street
Murphy, Rose.....	Olive.....	424 Temple street
Myrick, Eliza P.....	Seventeenth.....	937 W. 18th street
Mills, Mary E.....	Sixth.....	438 So. Grand avenue
Murray, Mrs. M. Belle.....	Cambria.....	603 S. Main street
McClure, Mrs. M.....	Twenty-eighth.....	436 E. 28th street
Manley, Edna T. H. ....	Second.....	125 Boyle avenue
Maris, Leora.....	Breed.....	221 So. Bonnie Brae street
Mayberry, Mr. Edward T. Jr.....	Night.....	922 Bonnie Brae street
Metcalf, Mrs. Nettie E.....	Thirtieth.....	Forrester and Vermont avenue
Neukom, Carrie.....	San Pedro.....	224 E. 27th street
Niles, Beth E.....	Thirtieth.....	425 Crescent avenue
Nisbet, Mrs. Henrietta.....	Cambria.....	1230 So. Main street
Norton, Esther.....	Ninth.....	1129 So. Hill street
Norton, Mina.....	Ann.....	139 So. Olive street
Newkirk, Lizzie G.....	Rosedale.....	823 So. Spring street
Nelson, Esther.....	Twenty eighth.....	118 Requena street
O'Donoghue, Maggie.....	Seventeenth.....	626 W. 15th street
O'Gorman, Mrs. Ella F.....	Hewitt.....	229 N. Broadway
Oliver, Lizzie B.....	Spring.....	343 So. Bunker Hill avenue
Oliver, Mrytle G.....	Amelia.....	730 W. Beacon street
Oliver, Nellie G.....	Amelia.....	730 W. Beacon street
O'Neill, Florence.....	Hewitt.....	126 E. 8th street
Osgood, Kate F.....	Norwood.....	812 So. Pearl street
Owen, Mae.....	Eighth.....	625 So. Pearl street
Oliver, Bertha.....	High.....	343 So. Bunker Hill avenue
Parcell, Zulema.....	Ninth.....	617 So. Hope street
Parsons, Mrs. Gertrude.....	Temple.....	247 So. Hill street
Pepper, Lizzie.....	Eighth.....	847 So. Flower street
Pepper, Sadie.....	Eighth.....	847 So. Flower street
Perkins, Helen M.....	Gates.....	537 Bixel street
Phelps, Mary.....	Hayes.....	813 Downey avenue
Phillips, Alice H.....	Alpine.....	833 So. Olive street
Phillips, Bae.....	Sentous.....	1422 Wright street
Phillips, Mr. T. J.....	Sentous.....	1422 Wright street
Pond, Mrs. N. F. W.....	Olive.....	403 So. Grand avenue
Potter, Jennie.....	Sentous.....	1015 W. 23rd street
Potter, Mrs. Nellie I.....	Sixth.....	404 N. Hill street
Powell, Bessie.....	New Macy.....	161 E. 36th street
Plummer, Dr. A. W.....	Olive.....	1503 Georgia Bell street
Prentiss, Luella.....	Boyd.....	2800 So. Flower street
Prince, Mr. George H.....	Twenty-eighth.....	632 E. 28th street
Preston, Mrs. C. M.....	Normal.....	1521 W. Pico street
Putnam, Sarah L.....	Breed.....	1102 Santee street
Pullin, Eva.....	Seventh.....	1130 32nd street
Phillips, Sudie.....	Amelia.....	1422 So. Wright street

# LIST OF TEACHERS

195

NAME	SCHOOL	RESIDENCE
Pettigrew, Mrs. Mabel	Sentous	State Loan & Trust Co.
Pratt, Abbie	Harper	1415 W. 29th street
Pentland, Mr. W. F.	Sixteenth	235 W. 30th street
Porter, Burney	Vernon	2331 Thompson street
Peet, Mr. E. S.	Norwood	1324 Bryant street
Quayle, Mary E.	Hayes	Highland Park
Quick, Eva M.	Pico Heights	1146 W. 29th street
Reavis, N. Ellen	Union	1308 Douglas street
Reavis, Cora A.	Union	1308 Douglas street
Reed, Mattie	Seventh	621 So. Grand avenue
Reeves, Alice	Castelan	711 Montreal street
Reeves, Carrie	Normal	711 Montreal street
Reeves, Sarah W.		
Reid, Vada	Sentous	1422 Girard street
Reilly, Helen C.	Norwood	2217 Figueroa street
Reynolds, Annie	Thirtieth	251 E. 31st street
Ramsdell, Mrs. Mary A.	Sixth	144 So. Pearl street
Rice, Annette L.	Castelar	139 So. Hill street
Richmond, Adah J.	Sentous	1510 Girard street
Rohde, Mr. C. J.	Sup. Physical Culture	754 So. Los Angeles
Rorick, Mrs. Nellie C.	Spring	710 So. Hill street
Rowell, Mr. E. P.	West Vernon	322 Crocker street
Robe, Mrs. Frances C.	Boyd	204 E. 4th street
Reed, Mr. B. W.	Vernon	S. Los Angeles
Samuels, Addie J.	Swain	364 N. Sichel street
Samuels, Minnie A.	Chestnut	364 N. Sichel street
Sanders, Frances	Second	424 Temple street
Schwanecke, Antonie	Alpine	217 S. Flower street
Scollard, Dora E.	New Macy	700 Montreal street
Sherer, Mr. A. J.	Night	318 Wilcox Building
Shrimplin, Rose A.	Cornwell	722 S. Hill street
Skilling, Wm. T.	Custer	380 Douglas street
Stein, Mr. F. W.	Union	1390 Newton street
Stoltenberg, Ella	Gates	1103 Hawkins street
Sharpe, Belle	Griffin	929 S. Pearl street
Shields, Matilda	Castelar	729 Okey street
Shine, Nellie		
Sigerfoos, Belle	Sentous	820 W. 11th street
Sexton, Mamie G.	Harper	1012 W. 37th street
Slack, Cora S.	Alpine	3229 Key West street
Small, May	Hewitt	812 Westlake ave
Smith, Mrs. Estelle B.	Twenty-eighth	2746 S. Grand ave
Smith, Mrs. A.	Normal	834 S. Hope street
Smith, Mrs. M. A. P.	Sand	403 N. Broadway
Smith, Franc W.	Breed	2624 Michigan ave
Smith, Florence B.	Spring	408 S. Hill street



NAME	SCHOOL	RESIDENCE
St. Clair, Nellie J .....	New Macy .....	247 S. Hill street
Stansbury, May .....	Tenth .....	1052 Florida street
Stewart, Anna .....	High .....	145 W. 17th street
Strauss, Esther L .....	Freemont .....	301 N. Broadway
Sullivan, Helen .....	Casco .....	Prospect Park
Summers, Evalena .....	Sixth .....	559 Ruth ave
Swift, Mrs. M. H. ....	Thirtieth .....	242 W. 23rd street
Stone, Mrs. Fannie O .....	Alpine .....	221 Columbia street
Stedman, Lulu M .....	Eighth .....	1124 W. State street
Sayre, Ludema .....	Vernon .....	S. Los Angeles
Smith, Mr. J. L. ....	Rosedale .....	834 S. Hope street
Sabine, Agnes .....	Second .....	854 S. Hill street
Smith, Mrs. Maude G. ....	Ann .....	827 Downey ave
Taylor, Hattie .....	Ann .....	1013 West 1st street
Thompson, Mrs. Laura I. ....	Boyd .....	635 S. Hill street
Throop, Mrs. Jennie L. ....	Norwood .....	802 W. Washington street
Ticknor, Gertrude E. ....	Castelar .....	315 N. Broadway
Twining, Mr. H. LaV. ....	Ninth .....	180 E. 36th street
Twiss, Mr. W. C. ....	Ann .....	806 Downey ave
Todd, Helen M. ....	Seventh .....	1315 Figueroa street
Thomas, Maude .....	Staunton .....	147 W. 17th street
Tritt, Mamie .....	Hewitt .....	1323 Winfield street
Tritt, Mr. W. W. ....	Amelia .....	1323 Winfield street
Turner, Mary .....	High .....	926 Bonnie Brae street
Thurston, Mrs. E. A. ....	Sand .....	1217 West 10th street
Thompson, Mr. C. S. ....	Seventeenth .....	729 E. 27th street
Teahan, Kate E. ....	Castelar .....	126 E. 8th street
Tedford, Mattie .....	Seventh .....	1200 W. 23rd street
Todd, Ethel .....	Castelar .....	730 N. Hill street
Torrey, Louise .....	Castelar .....	321 N. Union ave
Van Gorder, Mr. A. G. ....		
Van Valkenberg, Margaret .....	Gates .....	1631 Ingraham street
Vineyard, Helen .....	Cambria .....	127 W. 28th street
Vose, Adelaide C. ....	Rosedale .....	Station R. Los Angeles
Van Cleave, Mrs. Louise .....	Pico Heights .....	University
Wagner, Minnie L. ....	Hewitt .....	424 Temple street
Wallace Belle .....	Spring .....	1224 W. 8th street
Wallace, Agnes .....	Eighth .....	1224 W. 8th street
Walker, Clara M. ....	Twenty-eighth .....	126 E. 32nd street
Walton, Carrie A. ....	Hellman .....	331 W. 2nd street
Weil, Adele .....	Castelar .....	Santa Monica
West, Nellie A. ....	Ninth .....	228 S. Griffin ave
Westfall, Augusta .....	Alpine .....	612 S. Broadway
White, Hattie M. ....	Ann .....	1201 Buena Vista street
White, Mrs. M. A. ....	Ann .....	1201 Buena Vista street

# LIST OF TEACHERS

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NAME	SCHOOL	RESIDENCE
Willard, Mr. H. D.....	West Vernon.....	544 S. Hope street
Williams, Louise A.....	Hewitt.....	401 S. Hope street
Wilson, Mrs. Lucy I.....	Thirtieth.....	1618 So. Los Angeles street
Wooster, Helen.....	High.....	200 W. Jefferson street
Wylie, Jennie B.....	First.....	1969 Michigan avenue
Wurtz Lucy S.....	Macy.....	177 E. 29th street
Wheeler, Gertrude.....	Cambria.....	1301 Ingraham street
Williams, Mrs. Josie.....	Eighth.....	620 W. 8th street
Worm, Bertha.....	Sentous.....	910 W. 11th street
Waldenfels, Mrs. C.....	Harmony.....	514 W. 20th street
Young, E. R.....	Sixteenth.....	1337 Santee street
Young, Clara.....	Ninth.....	321 W. 16th street
Yoder, Mr. Joseph P.....	Harper.....	Cor. Pico and C streets

C. H. Axtell, Supt. of Janitors and B'dgs.....1241 E. 28th street  
C. A. Charlton, Assistant.....1914 Michigan avenue



## **In Memoriam.**

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During the year three of our teachers have been called to the great school beyond.

DIED.—At her home in Los Angeles, Cal., June 19, 1896,

### **MRS. NORA DORN MAYHEW**

Mrs. Mayhew was educated in the St. Louis public schools, graduating from the High School. She was an ambitious student; and from the High School, entered the City Normal School, which she left at the beginning of her Senior year, 1874, to take a course in Kindergarten work; at that time a comparatively new educational field in our country.

She held the position of Director in the St. Louis Kindergartens for ten years, resigning in 1885 to marry Mr. Mayhew.

She came to California in 1888, on account of her husband's failing health, but the change did not benefit him as they had hoped, and he died in 1889. Mrs. Mayhew bravely took up the burden of life for herself and son, and from that time on devoted herself to work for the little children of this city.

She and her sister, Miss Olga Dorn, conducted a private Kindergarten on Bonsallo Ave., until through Mrs. Mayhew's efforts, this little school became the first public Kindergarten of Los Angeles. Through the combined efforts of Supt. Friesner and herself, the School Board was induced to open eight Kindergartens, in the fall of 1890, with Mrs. Mayhew as Supervisor, which position she held for four years, new Kindergartens being added each year.

Her wonderful gift of music that "universal language", was a great power with the little ones. Her heart was in her work, and "the heart giveth grace unto every Art."

In Sept. 1890, Mrs. Mayhew organized "The Los Angeles Training School for the training of Kindergartners." Since that time she has sent forth into the work fifty two graduates, a majority of whom are in the service of this city at the present time.

The Death Angel came to Mrs. Mayhew in the midst of her work. She is at rest, but "she being dead yet speaketh" in and through the lives she has touched and inspired to higher things.

DIED.—On January 24, 1896,

### **BESSIE BELLE CARTER**

one of our faithful and earnest workers. Miss Carter was educated in Dr. Supplies' Seminary, of Philadelphia, Pa., finishing her course at Lake Forest Seminary, a branch of the Chicago University. She came to California in 1889 and resided with her parents in Los Angeles, until she decided to prepare herself for Kindergarten work, when she went to San Francisco and entered Miss Nora Smith's Training Class. She received her diploma in 1894, and returning to her home in Los Angeles, was soon elected to a position in our city schools.

In Sept. 1895, she was assigned a position as Assistant in the Hellman Street Kindergarten, of which Mrs. Mayhew was the Director. This position she held until her death.

The memory of her unselfish and gentle character will live in the hearts of the friends and fellow-workers who knew and loved her, but most of all with the little ones to whom she devoted herself with that intense interest that comes from a heart full of love for children, and a complete sacrifice of self, in doing for them.

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### **DORA H. BROADWELL**

departed this life July 12, 1896, at the home of her mother, Mrs. S. A. Parmeter, in Mt. Vernon, Ohio, after a long and painful illness.

Mrs. Broadwell had been connected with the Los Angeles City Schools for five years, and as teacher and principal leaves behind her a record of conscientious and successful work. For the last three years she taught in the Hewitt Street School, and by her patient industry and loving interest endeared herself to her fellow-teachers, patrons and pupils.

Owing to her failing health she was obliged to ask for a leave of absence, and returned to her old home in Ohio, hoping that rest and change might arrest the progress of disease.

"Amiable, she won all; intelligent, she charmed all; fervent, she loved all; and dead, she saddened all."

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DEPARTMENT OF EDUCATION  
LELAND STANFORD JUNIOR UNIVERSITY

**ANNUAL REPORT**

OF THE

**Public Schools**

OF

**Los Angeles City,**

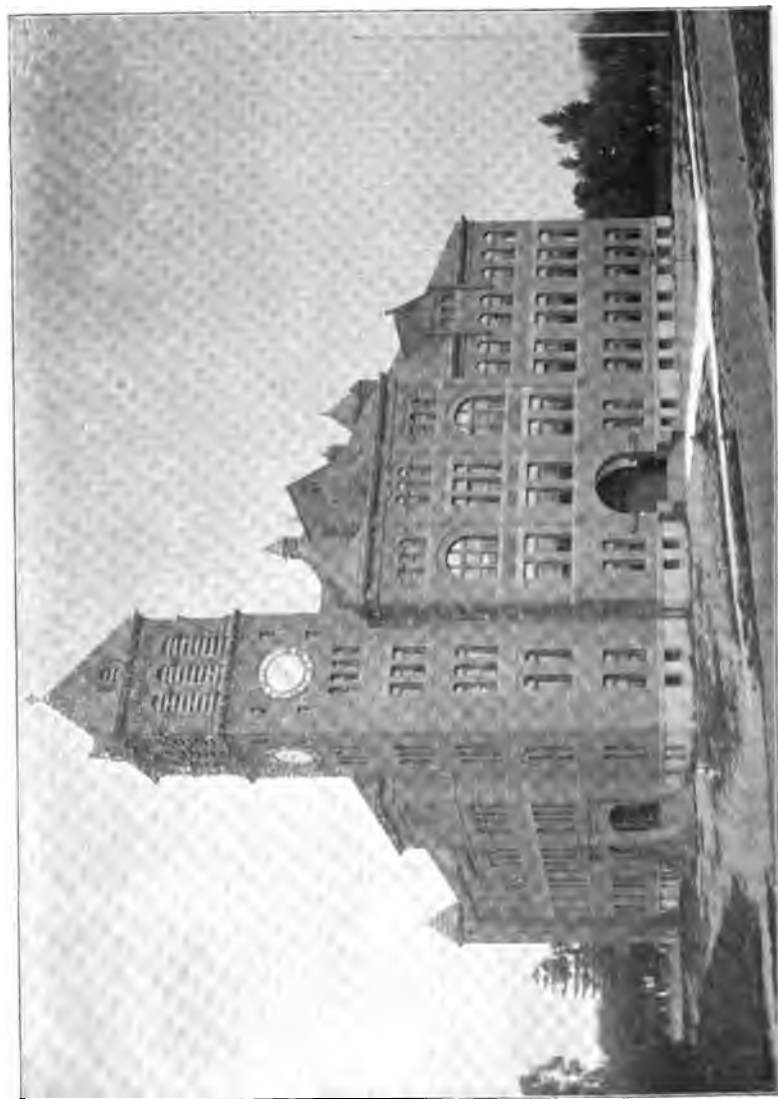
**California.**



**1896-97.**







HIGH SCHOOL

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ANNUAL REPORT  
OF THE  
BOARD OF EDUCATION  
AND  
SUPERINTENDENT OF CITY SCHOOLS  
WITH  
RULES AND REGULATIONS OF THE PUBLIC SCHOOLS OF THE  
CITY OF LOS ANGELES, CAL.

1896-1897

LOS ANGELES  
CHAS. W. PALM CO.  
1897



# Official Directory 1897.

General Office 218 South Broadway.  
Room 216, Second Floor.

**J. A. FOSHAY, - - - - Superintendent**

**C. L. EMMIS, - - Deputy Superintendent.**

**Miss Grace G. Kingsley, Superintendent's Clerk.**

## City Board of Education

**ELBERT N. MATHIS, M. D., President.**

**HARRY G. JOHNSON, Secretary.**

<b>WALTER F. POOR</b> .....	<b>First Ward</b>
<b>NATHANIEL P. CONREY</b> .....	<b>Second Ward</b>
<b>ALBERT G. BARTLETT</b> .....	<b>Third Ward</b>
<b>CHAS. CASSAT DAVIS</b> .....	<b>Fourth Ward</b>
<b>JOHN H. BRALY</b> .....	<b>Fifth Ward</b>
<b>ELBERT N. MATHIS, M. D.</b> .....	<b>Sixth Ward</b>
<b>JOSEPH F. ADAMS</b> .....	<b>Seventh Ward</b>
<b>JAMES C. MCINERNEY</b> .....	<b>Eighth Ward</b>
<b>WALTER L. WEBB</b> .....	<b>Ninth Ward</b>

## Standing Committees

**Finance**—Braly, Poor, Bartlett.

**Insurance**—Poor, Webb, Conrey.

**Buildings**—Bartlett, Davis, Adams.

**High School Library and Course of Study**—Davis, Poor, Conrey.

**Rules and Regulations**—Adams, Braly, McInerney.

**Educational Supplies and Printing**—Bartlett, McInerney, Davis.

**Visiting and Janitors**—McInerney, Adams, Braly.

**Teachers and Schools**—Conrey, Bartlett, Webb.

**Industrial Education and Kindergartens**—Poor, Webb, McInerney.

**Health**—Davis, Foshay, Braly.

**Furniture, Repairs, Fuel and Building Supplies**—Webb, Conrey, Adams.



C. H. AXTELL, Supt. of Buildings.....1241 E. Twenty-eighth street  
 C. A. CHARLTON, Asst. Supt. of Buildings....1914 Michigan avenue  
 F. S. THOMAS, Clerk of Supplies.....921 Lincoln street

Regular meetings of the Board will be held at the General Office on the second and fourth Mondays of each calendar month, at 7:30 o'clock p. m.

The Teachers' Committee will meet at 3 p. m. in the Superintendent's office, on Saturdays preceding the regular meetings of the Board.

The Finance Committee will meet in the Secretary's office at 1 p. m. on Saturdays preceding regular meetings of the Board. All claims not filed on Friday preceding said Saturday will be laid over until the next meeting.

### Office Hours for School Business.

J. A. FOSHAY, Superintendent.....218 S. Broadway, Room 222  
 School days, 8:30 to 9:30 and 3:30 to 5; Saturdays, 9 to 12.

C. L. ENNIS, Deputy Superintendent....218 S. Broadway, Room 223  
 School days, 3:30 to 5; Saturdays, 1:30 to 4.

HARRY G. JOHNSON, Secretary.....218 S. Broadway, Room 221  
 8 to 12 and 1 to 5.

WALTER F. POOR.....164 N. Daly street, E. L. A.  
 Tuesday evenings, 7:30.

NATHANIEL P. CONREY.....33 California Bank Building  
 ALBERT G. BARTLETT.....233 S. Spring street  
 Saturdays, 10 to 12 m.

CHAS. CASSAT DAVIS.....408 Bullard Block  
 Daily, after 4 p. m.

JOHN H. BRALY, Savings Bank of So. Cal., Cor. Court and Spring Sts  
 9 to 10, School days.

ELBERT N. MATHIS, M. D.....201-2 Stimson Block  
 Fridays and Saturdays, 4 to 5 p. m.

JOSEPH F. ADAMS.....218 S. Broadway, Room 216  
 School days, 9 to 12 m.

JAMES C. MCINERNEY.....437 Turner street  
 Daily, 7 p. m.

WALTER L. WEBB.....121 Boyle avenue  
 Thursday evenings, 7 to 9.

The members of the Board do not wish to transact school business outside of office hours.

# Members Board of Education

The following named persons have served as members of the Board of Education during the past ten years, or are serving now.

Adams, Joseph F.....1897 to ....	Hughes, Mrs. M.....1892 to 1895
Ashman, James.....1893 to 1895	Johnson, E. P.....1888 to 1889
Averill, Mrs. A. S....1887 to 1888	Kennedy, W. A.....1895 to 1897
Barber, Dr. D. C....1891 to 1893	Kelly, Thos.....1888 to 1889
Bartlett, Albert G...1897 to ....	Kierulff, Dr. B. F....1891 to 1893
Bassett, Thomas.....1895 to 1897	Kurtz, Dr. Joseph...1886 to 1888
Boal, Dr. R. H.....1891 to 1893	Mansfield, John.....1892 to 1893
Braly, John H.....1897 to ....	Mathis, Dr. Elbert N.1896 to ....
Buehler, W. H.....1893 to 1895	Marsh, M. C.....1891 to 1893
Cochran, Dr. W. G...1885 to 1886	McIntosh, W. P....1889 to 1891
Cox, E. J.....1889 to 1891	McInerney, James C.1897 to ....
Conrey, Nathaniel P.1897 to ....	Morris, Dr. R. W....1891 to 1891
Crawford, Dr. J. S....1887 to 1889	Patty, L. R.....1893 to 1895
Crowley, C. E.....1891 to 1893	Pepper, Dr. C. T....1893 to 1895
Davis, T. J.....1891 to 1893	Pitman, J. S.....1895 to 1897
Davis, Chas. Cassat..1897 to ....	Pomeroy, A. E.....1888 to 1891
Day, Chas. E.....1887 to 1889	Poor, Walter F.....1897 to ....
Earl, C. N.....1886 to 1888	Powers, E. E.....1889 to 1891
Elliott, J. M. ....1885 to 1887	Platt, J. C.....1893 to 1895
Ellis, C. J.....1889 to 1891	Roberts, G. D .....1892 to 1893
Embodly, N. S.....1887 to 1889	Shafer, A. C.....1891 to 1891
Frew, J. M.....1889 to 1891	Simonton, G. W....1895 to 1897
Fulton, S. E.....1895 to 1897	Stein, F. W.....1893 to 1895
Garland, W. M.....1895 to 1897	Thurston, C. P.....1887 to 1888
Gaffy, J. T.....1891 to 1892	Trask, D. K.....1893 to 1895
Gibson, F. A.....1884 to 1886	Wade, R. D.....1885 to 1887
Gosper, J. J.....1889 to 1891	Webb, Walter L....1897 to ....
Graham, F. S.....1886 to 1888	Whaling, M.....1889 to 1891
Grubb, E. L.....1895 to 1897	Wills, Dr. W. L....1893 to 1897
Hale, Robert.....1895 to 1897	Witmer, J. M.....1891 to 1892
Hitchcock, Dr. W. W.1891 to 1892	Woodbury, F. C....1889 to 1891
Wright, E. T.....1884 to 1886	



DEPARTMENT OF EDUCATION  
LELAND STANFORD JUNIOR UNIVERSITY

**ANNUAL REPORT**

OF THE

**Public Schools**

OF

**Los Angeles City,**

**California.**



**1896-97.**

1. The first part of the document is a list of names and addresses of the members of the committee.

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9. The second part of the document is a list of names and addresses of the members of the committee.

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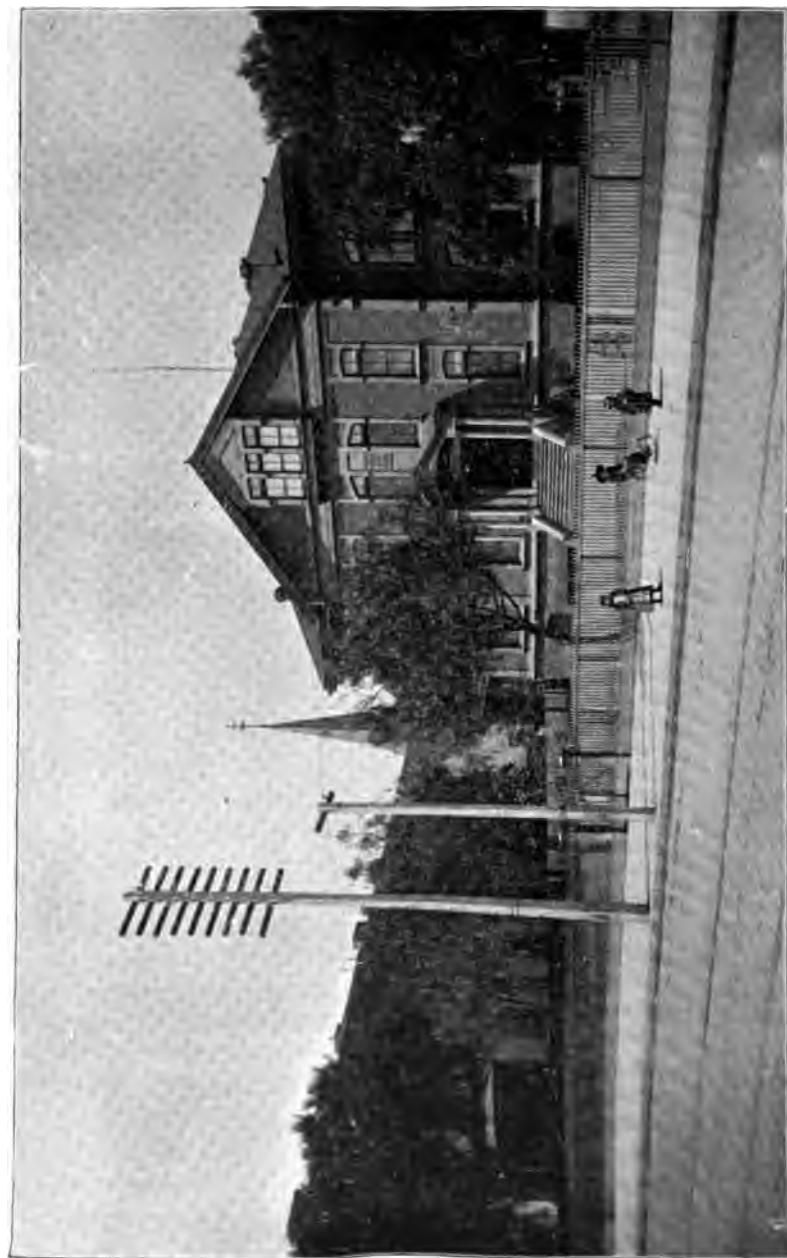


## Enrollment and Attendance, 1896-7.—Continued.

Number.	NAMES OF SCHOOLS.	No. of Classes.	No. of Sittings.	No. of Teachers.	Employed.	Whole No. of days Attend.	Whole No. days Absence.	Whole No. of Tardinesses.	Whole No. Boys Enrolled.	Whole No. Girls Enrolled.	Total No. Enrolled.	Average No. Being.	Average Daily Attendance.	Per Cent. of Attendance.
18	Normal Model.....	6	269	7		39665.5	2191.5	268	122	165	287	242	229	85
19	Olive Street.....	10	480	11		65139.0	4114.0	565	248	311	559	400	377	94
20	Spring Street.....	11	547	14		80582.0	4742.0	553	331	368	699	493	466	94
21	Eighth Street.....	8	402	8		58313.0	3490.5	387	212	263	465	357	337	94
22	Cambria Street.....	7	359	8		42032.0	2275.0	235	161	155	316	256	243	95
23	Tenth Street.....	4	172	4		24729.0	1440.5	127	90	85	175	151	143	94
24	Sentous Street.....	11	536	15		72625.5	4508.0	408	300	271	571	445	421	94
25	Sixteenth Street.....	8	431	10		62202.0	4632.0	326	226	292	518	387	360	93
26	Seventeenth Street.....	8	382	9		54628.0	3224.5	447	198	203	401	334	316	94
27	Norwood Street.....	9	470	10		56365.5	3889.0	426	226	221	447	348	326	93
28	Thirtieth Street.....	11	634	14		73943.0	5277.5	474	264	300	564	457	427	93
29	Twenty-eighth Street.....	10	522	13		77089.0	4892.5	472	263	304	597	474	446	94
30	San Pedro Street.....	9	401	11		64002.0	3729.5	347	280	216	476	392	370	95
31	Staunton Avenue.....	4	178	4		23923.5	1640.0	73	100	76	176	142	138	93
32	Santa Fe Avenue.....	2	94	2		10322.5	1019.5	146	41	56	97	66	60	91
33	Seventh Street.....	9	464	11		60440.0	4702.5	358	240	255	497	373	346	93
34	Ninth Street.....	10	536	13		80188.0	5715.0	374	288	339	627	496	464	93







SPRING STREET SCHOOL

# Enrollment and Attendance, 1896-7.—Continued.

Number.	NAMES OF SCHOOLS.	No. of Classes.	No. of Sittings.	No. of Teachers.	Whole No. of days Attendance.	Whole No. days Absence.	Whole No. of Tardinesses.	Whole No. Boys Enrolled.	Whole No. Girls Enrolled.	Total No. Enrolled.	Average No. Belonging.	Average Daily Attendance.	Per Cent. of At- tendance.	
35	Sixth Street.....	12	556	15	85747.5	4986.5	562	311	352	663	523	496	94	
36	Boyd Street.....	5	255	6	38323.0	1598.0	167	162	166	328	231	222	96	
37	Hewitt Street.....	10	453	12	66222.0	3278.5	309	242	265	527	402	383	95	
38	Amelia Street.....	8	383	9	56551.5	4432.0	502	209	248	457	252	327	93	
39	New Macy Street.....	8	514	9	46194.0	4074.0	333	224	177	401	291	267	92	
40	Ann Street.....	11	510	15	71200.5	4798.0	319	265	306	571	438	411	94	
41	Macy Street.....	4	195	5	26258.0	2145.0	177	130	110	240	164	152	93	
42	Cornwell Street.....	3	196	4	19642.5	1334.0	94	80	56	136	121	114	94	
43	Second Street.....	8	384	10	56501.0	3695.5	332	194	235	429	348	327	94	
44	Breed Street.....	8	380	8	50201.0	3111.0	213	198	190	389	308	290	94	
45	First Street.....	4	188	5	23580.5	1847.0	160	117	129	246	147	186	93	
46	Pico Heights.....	4	215	4	31794.5	1773.5	121	87	97	184	194	184	95	
47	Rosedale.....	6	310	6	37124.5	2981.0	64	138	156	294	232	215	94	
48	Harper.....	8	395	9	55140.0	3256.5	509	222	199	321	337	319	94	
49	Harmony.....	2	113	2	12085.5	578.5	52	45	38	83	73	70	95	
50	W. Vernon.....	4	210	4	25480.5	1384.5	180	80	101	181	155	147	94	
51	Vernon.....	3	116	3	16424.5	940.5	270	79	72	151	100	95	95	
52	Night School.....	2	2	2	6514.0	895.0	135	108	108	43	38	38	88	
53	Ninth Year.....	13	1088	13	81540.0	4234.0	942	170	176	346	496	471	95	
54	High School.....	16	1088	19	75395.0	3804.0	840	286	388	674	458	435	95	
	Totals.....	377	17961	424	2395146.0	152616.5	15907	9175	9598	18771	14785	13844	94	

### Comparative Statement of Enrollment, Attendance, Etc.

School Year.	No. of Classes.	Seating Capacity.	No. of Teachers Employed.	Whole Number of Days Attendance.	Whole Number of Days Absence.	Whole Number of Tardinesses.	Whole Number of Boys Enrolled.	Whole Number of Girls Enrolled.	Total Number Enrolled.	Average Number Belonging.	Average Daily Attendance.	Percentage of Attendance on Average No. Belonging.	
1880-1	28		32	216202	15339	9492	995	929	1924	1229	1343	93	
1881-2	33		34				1120	1114	2234	1405	1331	95	
1882-3	43		41				1533	1442	2975	1883	1781	95	
1883-4	48	3197	49				9189	1740	1739	3479	2343	2186	93
1884-5	60	3425	67				9195	2290	2320	4111	2950	2807	95
1885-6	73	3961	75				7256	2395	2284	4679	3249	3076	95
1886-7	83	3955	85				6356	2860	2628	5488	3500	3303	94
1887-8	122	5271	125				7980	3730	3606	7336	4778	4489	94
1888-9	146	5310	151				8508	4033	4035	8128	6079	5769	94
1889-0	153	5610	162				6655	4240	4183	8423	6279	5910	94
1890-1	166	8150	181				5555	4357	4387	8744	6841	6506	95
1891-2	193	8642	212				5091	4989	4956	9945	7557	7188	95
1892-3	223	9225	249				5820	5374	5624	10998	8488	7818	95
1893-4	234	9750	252	1597239.5	80320.5	7331	6001	6190	12191	9355	8908	95	
1894-5	265	10145	290	1671484.5	115000.5	8606	6887	7133	14020	10782	10227	94	
1895-6	313	14527	377	2121702.0	124744.0	14331	8161	8558	16719	12525	11798	96	
1896-7	377	18050	428	2395146.0	152616.5	15997	9175	9596	18771	14785	13844	94	

### Variations in Enrollment and Attendance, 1896-7.

1896	No. Pupils Enrolled	Increase	Decrease	Av. Attendance
June	12,073			
October	15,203	3,130		13,939
November	15,872	669		14,379
December	15,721		151	14,013

#### 1897

January	15,896	175		12,987
February	15,620		276	13,389
March	15,927	307		13,776
April	15,939	12		14,273
May	15,818		121	14,015
June	14,978		840	13,529
June (2)	13,982		996	13,458

## Comparative Cost Per Pupil.

SCHOOL YEAR	Number of School Census Children.	Number Enrolled.	Average Daily Attendance.	Number of Months School was Maintained.	Amount Paid for Teachers Salaries.		Amount Paid for Rents, Repairs, Fuel and Con- tingent Expenses.	Total Current Expenses.	Cost per Pupil For Tuition Alone			Cost per Pupil for Total Current Expenses		
					On Number of Months School was Maintained.	On Number of Months School was Maintained.			On No. Enrolled.	On Average Daily Attendance.	On Number of Children.	On Number En-rolled.	On Average Daily Attendance.	
1890-1	3,620	1,924	1,343	10	23,500 00	4,206 25	27,706 25	6 48	12 21	17 49	7 66	14 40	20 63	
1891-2	4,164	2,234	1,331	10	28,087 00	13,404 26	41,491 26	6 98	12 57	21 10	9 96	18 57	31 17	
1892-3	4,330	2,975	1,781	10	37,476 00	10,305 48	47,780 48	8 63	12 69	20 48	11 04	16 06	26 83	
1893-4	5,128	3,479	2,186	10	42,593 75	10,714 15	53,307 90	8 30	12 21	19 48	10 40	15 32	24 34	
1894-5	5,584	4,111	2,807	8½	50,245 00	18,235 93	68,480 93	9 06	12 22	17 89	12 26	16 66	24 40	
1895-6	6,050	4,679	3,076	9½	63,124 83	14,178 88	77,303 71	10 43	13 49	20 52	12 78	16 62	25 13	
1896-7	7,457	5,488	3,303	9	68,193 00	17,064 10	85,257 46	9 14	12 70	20 64	11 43	15 64	25 81	
1897-8	10,692	7,336	4,489	9½	105,078 71	22,172 08	127,250 80	9 82	14 32	23 41	11 90	17 34	28 35	
1898-9	10,786	8,128	5,765	9	124,388 65	24,438 96	148,827 61	11 51	15 29	21 66	13 80	18 31	25 82	
1899-0	10,867	8,423	5,900	9	137,892 90	31,981 29	169,874 19	12 68	16 37	23 37	15 63	20 17	28 79	
1890-1	11,084	8,744	6,506	9	156,486 50	30,708 62	187,195 12	14 11	17 89	24 05	16 89	21 41	28 77	
1891-2	11,830	9,945	7,188	9	148,087 90	27,519 59	175,607 49	12 51	14 89	20 50	14 84	17 66	24 43	
1892-3	13,089	10,998	7,818	9	172,105 20	38,752 71	210,857 91	13 14	15 64	22 01	11 19	17 26	27 97	
1893-4	14,743	12,191	8,908	9½	196,199 00	52,728 09	248,907 09	13 30	16 09	22 02	16 88	20 42	27 94	
1894-5	16,956	14,020	10,227	9	181,448 06	45,912 84	227,360 92	10 70	12 94	17 74	13 41	16 22	22 23	
1895-6	20,679	16,719	11,798	9½	241,597 85	43,161 71	284,759 56	11 67	14 45	20 48	13 77	17 03	24 14	
1896-7	23,364	18,771	13,844	9½	307,724 54	62,467 74	370,192 28	13 16	16 39	22 23	15 83	19 72	26 74	

### Comparative Statement of the Number of Teachers Employed.

School Year.	SPECIAL TEACHERS.																	
	Kindergarten Teachers.		Primary and Grammar Grade Teachers.		High School Teachers.		Writing Teachers.		Drawing Teachers.		Music Teachers.		Calisthenics Teachers.		Sloyd Teachers.		Total No. of Teachers Employed.	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
1880-1		4	24	1	1					1							5	25
1881-2		5	27	1	2					1							4	30
1882-3		5	34	2	2					1							7	37
1883-4		5	39	1	3					1							6	43
1884-5		5	56	1	4					1							6	61
1885-6		5	61	1	3	1				1	1						8	67
1886-7		6	73	1	3	1				1							8	77
1887-8		7	111	1	4	1				1							9	116
1888-9		8	135	1	5	1				1							10	141
1889-0	3	6	139	1	9	1				1	1						9	153
1890-1	8	9	150	1	11	1				1							11	170
1891-2	25	12	158	2	12	1				1				1			15	197
1892-3	34	9	183	3	16	1				1		1	1				14	235
1893-4	36	12	181	8	12					1		1	1				21	231
1894-5	49	28	188	9	11	1				2		1	1				39	251
1895-6	58	37	249	10	18	1				3		1	1				49	328
1896-7	71	42	275	12	19					2		1	1		1	4	56	372

### School Census and Population.

School Census 1880	3,200
Population, Census 1880	11,183
School Census 1890	10,867
Population, 1890	50,395
School Census 1897	23,384
Population as shown by Census taken by City Council, May, 1897	103,079

### Teachers and Salaries—1896-7.

Number of female teachers in the Kindergartens, including 32 directors .....	71
Number of male teachers in Primary and Grammar Grades, including 7 principals who do not teach .....	42
Number of female teachers in Primary and Grammar Grades, including 4 principals who do not teach .....	275
Number of male teachers in the High School, including 1 principal who does not teach .....	12
Number of female teachers in the High School .....	19
Number of male teachers, special, (1 Calisthenics, 1 Sloyd) .....	2
Number of female teachers, special, (2 Drawing, 1 Music, 4 Sloyd) .....	7
<b>Total number of teachers employed .....</b>	<b>428</b>
 Number of teachers holding Kindergarten Certificates .....	71
Number of teachers holding Primary Grade Certificates .....	25
Number of teachers holding Grammar Grade Certificates .....	275
Number of teachers holding High School Certificates .....	48
Number of teachers holding Special Certificates .....	9
<b>Total .....</b>	<b>428</b>
 Number of teachers who hold State Documents .....	50
Number of teachers who hold California Educational Diplomas Grammar Grade .....	9
Number of teachers who hold California Educational Diplomas High School Grade .....	1
Number of teachers who hold California Life Diplomas Grammar Grade .....	57
Number of teachers who hold California Life Diplomas High School Grade .....	14
Number of teachers who are graduates of California State Normal Schools .....	175
Number of teachers who are graduates of other State Normal Schools .....	43
Number of teachers who attended City Teachers' Institute .....	412
Number of teachers who take one or more educational journals ..	374
Monthly salary paid to Kindergarten teachers, female .....	\$ 3480.00.....average \$49.01
Monthly salary paid to Primary and Grammar Grade teachers, male ..	3977.50.....average 94.70
Monthly salary paid to Primary and Grammar Grade teachers, female ..	22,225.00.....average 80.82
Total monthly salary paid to Primary and Grammar Grade teachers .....	26,202.50.....average 82.66

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Monthly salary paid to High School teachers, male.....	1460.00....average...	121.75
Monthly salary paid to High School teachers, female.....	1940.00....average...	102.10
Total monthly salary paid to High School teachers.....	3400.00....average...	109.68
Monthly salary paid to Special teachers, male.....	260.00....average...	130.00
Monthly salary paid to Special teachers, female.....	640.00....average...	91.43
Total monthly salary paid to Special teachers.....	900.00....average...	100.00
Total monthly salary paid to all teachers.....	33,982.50....average...	79.40

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### Miscellaneous.

Number of days school was taught.....	173
Number of Kindergarten classes.....	32
Number of Primary Grade classes.....	258
Number of Grammar Grade classes.....	97
Number of High Schools 1, classes.....	29
Number of school houses built of brick.....	3
Number of school houses built of wood.....	50
Total number of school houses in the city.....	53
Total seating capacity of all schools.....	17,961
Total number of pupils enrolled in Kindergartens, (male 1181, female 1195).....	2376
Total number of pupils enrolled in Primary Grades (male 5626, female 5848).....	11,474
Total number of pupils enrolled in Grammar Grade, including 9th Grade (male 2083, female 2166).....	4249
Total number of pupils enrolled in High School, not including 9th Grade (male 285, female 387).....	672
Total number of pupils enrolled in all grades (male 9175, female 9596).....	18,771
Average number belonging in Kindergarten, Primary and Grammar Grades.....	14,327
Average daily attendance in Kindergarten, Primary and Grammar Grades.....	13,409
Percentage of attendance in Kindergarten, Primary and Grammar Grades.....	94
Average number belonging in High School Grades.....	458
Average daily attendance in High School Grades.....	435
Percentage of attendance in High School Grades.....	95

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Total average number belonging in all grades.....	14,785
Total average daily attendance in all grades.....	13,844
Percentage of attendance in all grades.....	94
Number of visits made by the Superintendent.....	528
Number of visits made by the Deputy Superintendent.....	1314
Number of visits made by the Special Teachers.....	5158
Number of visits made by the members of the Board of Education.....	1828
Number of visits made by other persons.....	18,043
Number of suspensions.....	195
Number of cases of corporal punishment.....	470
Number of indigents furnished with books.....	1551
Number of graduates from the High School (male 44, female 39)	83

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### Comparative Statement

Of the Number of Graduates from the High School.

1874-5.....	Male 2.....	Female 5.....	Total 7
1875-6.....	Male 4.....	Female 0.....	Total 4
1876-7.....	Male 4.....	Female 8.....	Total 12
1877-8.....	Male 4.....	Female 6.....	Total 10
1878-9.....	Male 4.....	Female 7.....	Total 11
1879-0.....	Male 5.....	Female 10.....	Total 15
1880-1.....	Male 6.....	Female 13.....	Total 19
1881-2.....	Male 7.....	Female 16.....	Total 23
1882-3.....	Male 4.....	Female 12.....	Total 16
1883-4.....	Male 11.....	Female 14.....	Total 25
1884-5.....	Male 9.....	Female 17.....	Total 26
1885-6.....	Male 8.....	Female 7.....	Total 15
1886-7.....	Male 10.....	Female 9.....	Total 19
1887-8.....	Male 10.....	Female 8.....	Total 18
1888-9.....	Male 16.....	Female 10.....	Total 26
1889-0.....	Male 12.....	Female 10.....	Total 22
1890-1.....	Male 8.....	Female 5.....	Total 13
1891-2.....	Male 24.....	Female 17.....	Total 41
1892-3.....	Male 18.....	Female 20.....	Total 38
1893-4.....	Male 28.....	Female 23.....	Total 63
1894-5.....	Male 38.....	Female 42.....	Total 80
1895-6.....	Male 28.....	Female 43.....	Total 71
1896-7.....	Male 44.....	Female 39.....	Total 83
Totals.....	304	353	657

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# Enrollment of Kindergarten, Primary and Grammar Grade Pupils by Ages and Grades, 1896-7.

AGES	K		1st Year		2nd Year		3rd Year		4th Year		5th Year		6th Year		7th Year		8th Year		Totals		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls			
4 1/2 years	339	378																	339	378	
5 years	808	784	9	9	16	19	18	12	1	2									817	793	
6 years	11	14	933	917	278	344	451	187	183	17	1								960	952	
7 years			615	551	466	451	187	183	17	1									912	908	
8 years			250	194	260	211	286	336	122	170	2								922	855	
9 years	1		90	67	260	211	286	336	122	170	2								787	800	
10 years			42	24	128	104	254	255	236	271	110	120	15	16	2				756	791	
11 years			13	10	52	46	139	133	264	246	189	254	85	92	1				754	789	
12 years			5	6	28	20	74	61	181	152	224	262	176	205	53	68	12		763	783	
13 years			2		9	8	27	19	82	75	157	169	174	213	117	157	43	45	611	686	
14 years					7	6	15	11	33	40	79	85	131	187	141	208	82	145	488	682	
15 years					1	1	1	3	2	16	11	29	20	71	57	104	96	175	321	391	
16 years										5	5	10	11	34	16	37	55	54	99	141	187
17 years										1	1	5	3	9	2	15	10	20	23	50	39
18 years												1	1	4	1	6	1	2	1	14	4
19 years														3					1	3	3
Totals	1150	1176	1980	1779	1246	1210	1004	1015	958	998	833	939	703	791	485	635	309	498	8657	9041	

## Enrollment of Ninth Year and High School Pupils by Ages and Classes, 1896-7.

AGES.	* B 9		* A 9		B 10		A 10		B 11		A 11		B 12		A 12		Specials.		Totals.	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
12 years	2	1	2	2	1	0	2	2	0	1	1	1	1	1	1	1	1	1	2	1
13 years	5	4	13	13	3	5	8	3	3	5	2	1	1	1	1	1	1	1	8	6
14 years	28	19	26	36	6	12	4	14	10	15	7	12	4	4	1	1	1	1	46	40
15 years	40	64	24	36	14	15	14	17	12	18	6	12	4	4	1	1	1	1	82	128
16 years	40	51	24	36	14	15	14	17	12	18	6	12	4	4	1	1	1	1	7	112
17 years	23	17	25	25	10	12	10	16	12	18	6	12	4	4	1	1	1	1	2	97
18 years	7	8	9	6	3	4	7	12	10	5	3	6	6	13	10	9	4	2	2	59
19 years	1	1	2	2	2	3	2	3	7	3	1	0	2	4	14	15	4	0	2	35
20 years	0	0	0	0	0	1	1	3	0	0	0	0	0	3	10	11	0	0	0	13
21 years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2	4	5	4
22 years and over	0	0	2	1	1	0	0	1	0	0	0	0	0	0	0	1	0	0	2	4
Totals	146	165	105	121	40	52	40	62	42	47	19	31	14	24	43	41	14	19	463	562

\*All Ninth year pupils are included in this table because they attended at the High School Building.

Pupils who were promoted from the Eighth grade to the Ninth in the middle of the year are not included in this table.

### Enrollment of Ninth Year and High School Pupils by Courses of Study, 1896-7.

YEAR.	Classical.		Latin.		Scientific.		*English.		*Commer- cial.		Special.		Totals.	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
B 9 ....			60	80	51	68	3	25	58	33			172	206
A 9 ....			55	69	33	46	1	0	26	17			115	132
B10.....	2	4	28	31	49	50	1	0	15	12	9	18	104	115
A10.....	6	6	20	24	12	24	1	2	14	10	2	8	55	74
B11.....	3	3	23	32	26	20	0	0	0	0	6	7	58	62
A11.....	3	0	7	11	17	24	0	0	0	0	4	1	31	36
B12.....	1	1	6	8	7	11	0	0	0	0	0	2	14	22
A12.....	7	6	17	11	19	25	0	0	0	0	0	0	43	42
Totals...	22	20	216	266	214	268	6	27	113	72	21	36	592	689

\*The English and Commercial Courses of Study have been in the High School but one year.

### Percentages of Enrollment

In the Various Grades, 1896-7, Estimated Upon Total Number Enrolled.

	PER CENT.
In the Kindergarten.....	12 4-10
In the First Year.....	19 9-10
In the Second Year.....	13 1-10
In the Third Year.....	10 8-10
In the Fourth Year.....	10 8-10
In the Fifth Year.....	9 4-10
In the Sixth Year.....	8
In the Seventh Year.....	6
In the Eighth Year.....	4 3-10
In the Ninth Year.....	3
In the Tenth Year.....	1 3-10
In the Eleventh Year.....	7-10
In the Twelfth Year.....	6-10
In the Special Classes.....	1-10

### Average Time Required for Fire Drill 1896-7.

First month.....	1 min. 33.9 seconds
Second month.....	1 min. 28.7 seconds
Third month.....	1 min. 23.6 seconds
Fourth month.....	1 min. 24.7 seconds
Fifth month.....	1 min. 14.1 seconds
Sixth month.....	1 min. 26.5 seconds
Seventh month.....	1 min. 27.6 seconds
Eighth month.....	1 min. 24.0 seconds
Ninth month.....	1 min. 13.0 seconds

# Superintendent's Report.

*To the Honorable Board of Education, Los Angeles City, Cal.*

GENTLEMEN: I herewith submit to you the 24th annual report of the schools of this city.

We, who are interested in educational work, may well congratulate one another that we live in this period of wonderful development, and when the dignity of the teacher's work is recognized as never before, as shown by the discussions of educational problems in our popular magazines and the daily press. The men and women of the next generation are now in our schools, and we who direct their education will largely determine what they shall be. The school cannot do all, yet it can do much to banish evil and cultivate true manhood and womanhood. Burleigh says:

"The firmest tower to heaven up-piled  
Hides deepest its foundation stone;  
Do well thy duty to the child,  
And manhood's tasks are well begun;  
In thunders of the forum, yet  
Resounds the mastered alphabet."

The school year of 1896-7 witnessed a continuance of the growth of previous years. The total number of pupils enrolled was 18,771, an increase over the previous year of 2297, and a gain of 6580 in three years. The average attendance during the year was 13,844, a gain of 2046 over the previous year, and a gain of 3436 in three years.

I especially call your attention to the fact that while there were but 2297 additional names, yet the gain in the average

attendance is 2046. This is partially accounted for in our not having the average attendance of the annexed territory for the whole year, for the year ending June 30, 1896. It also shows that when we have proper accommodations for all the children, the average attendance is much greater in proportion.

These showings are very creditable, and furnish the best possible means of judging how rapidly our city is growing, and make it evident that the public schools are in favor, and that they have the confidence of the community.

In our city, children are admitted to the kindergarten at four and a half years, and none of school age are refused admission. We have consolidated small upper grades, especially where the lower grades are crowded, thus enabling us to use the rooms to the best advantage. This sometimes makes it necessary for the older pupils to walk farther, but not far enough to justly be considered a hardship.

In my last annual report I showed with pride that a hundred and fifty-four school-rooms had been added during the year, to accommodate the children, and expressed a hope that all children would be permitted to attend on full-day time during the year. We were compelled, however, to open three half-day schools the second term, in order to accommodate the children of the lower grades, in the sixth and seventh wards. The Board of Education also added four rooms to the Seventh street building and four rooms to the Thirtieth street building, and if the same increase continues as in the last two years, we shall be compelled to open several half-day sessions in September. The greatest overcrowding, however, was in the High School. There should be increased facilities for High School work if ours is still to continue to rank among the first of the schools of like character.

The daily attendance during the year has been exceptionally good. No rooms were closed, and the number of cases of contagious diseases, so common in cities, was small, thus increasing our average daily attendance and consequently the apportionment of the funds for the next school year, also confirming the general ideas of the excellent climatic and sanitary conditions of Los Angeles.

### Compulsory Attendance.

As our city increases in population, difficulties arise which were unknown when the schools were smaller.

We have many cases of truancy with which to deal, each year. There are many parents, some of whom are widows, who are unable to control their children and require their attendance at school. Others are indifferent to the opportunities which the children have for an education, and permit them to stay out of school on trivial excuses; and in many cases keep them out to earn a living for themselves, and to help support the family. Thus the children are defrauded of their education, and are learning instead habits of vice and crime, through street associations.

Under this head, I wish to incorporate what is said by Dr. William T. Harris, Commissioner of Education:

"The serious occupations of life cannot be imposed upon children without dwarfing their human nature, physically, intellectually and morally, and producing arrested development. Not only the games of youth, but the youth's freedom from the cares of mature life, should be insured to him, if the best preparation is to be made for manhood. It is sad to know that very many children are dwarfed by family necessity, which compels them to bear the burdens and cares of mature life. The street gamin in the city is preternaturally acute, but is not in process of growth toward ideal manhood. \* \* \* The period of childhood in which the child has not become of much pecuniary value for industry shall be carefully devoted to spiritual basis for a larger humanity. Such a provision commends itself as an attempt to compensate in a degree for the inequalities of fortune and birth. Society shall see to it that the child, who cannot choose the family in which he shall be born, shall have given him the best possible heritage that fortune could give him, namely, an education that awakens him to the consciousness of the higher life that exists dormant in him. The common school shall teach him how to conquer fortune by industry and good habits, and the application of the tools of thought."

We must have the children in school, not occasionally, but regularly, if they are to be educated. I hope the day is not far distant when we shall have a truant school, in which we shall have the habitual truants, and thus teach them, through proper discipline, entirely different habits from those which some seem to be acquiring at the present time.

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### **Child Study.**

An important feature of education at the present day is the amount of attention given to child study. Teachers in the primary grades are paying more attention to the teaching of children than to the teaching of subjects. They are studying the children to know their needs. Modern education does not consist in assigning pages of a text book, and then hearing the recitation, but in the development of the children, and this requires that the teacher should know the necessary conditions for the best growth. A knowledge of the psychology and physiology of childhood is essential to one who would teach in the schools of to-day. Modern research is furnishing reliable information that mind growth and body growth are not independent, but that they operate together. Teachers, physicians and mothers are assisting the leaders in child study in collecting data needed to perfect the science. Thus there is being given to the world a new educational philosophy, designed to assist in bringing the highest development to man.

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### **Industrial Education.**

It is the thoughtful consideration of the nature and needs of children that has led to the introduction of industrial education, and we are pleased to note that every year sees more and more attention given to this work, not so much to fit pupils while at school for mechanical pursuits, but as a means of mental development. Industrial education has passed the experimental stage, and is received for its value in disciplining the intellect and training the hand. Manual training schools

should not be considered as trade schools unless they are places where regular trades are taught, and such schools are usually private. We do not attempt to teach trades in our schools, any more than we attempt to make lawyers or doctors, but the knowledge obtained in the manual training exercises of the general school courses will prove beneficial not only to mechanics but to professional men and employers.

Society in the past has looked down on the man who wore the soiled clothes of the mechanic and the large boots of the rancher. It should be understood that handwork is in reality brain work, and the more brain in the hand, the better it can accomplish what has to be done. We are rectifying many such abuses which have been prevalent in our country, by inculcating in our public schools the principle that true and noble manhood deserves as full and prompt recognition on the ranch and in the workshop, as in the pulpit or the office.

Manual training is an illustration of the practical tendency of the education of today. The world says to the young man or woman: "What can you do?" Not: How many subjects have you taken? Our schools, which are for the people, must furnish the education demanded by the people. Therefore, growth through self-activity of body and mind, by means of organized play, occupations, etc., is carefully put forward in the kindergarten. Different forms of manual training are taught in the primary and grammar grades, and in the High School the commercial course is made a part of the High School curriculum; and technical training is being given in our colleges and universities. The same practical tendency appears in the increased attention given to the natural sciences. High Schools and colleges which formerly gave but a few months to these subjects, now have full scientific courses.

Los Angeles is one of the last of the larger cities of this country to make manual training a part of the regular school work. We introduced Sloyd in the sixth, seventh, eighth and ninth years, when our schools opened last September, and I take pleasure in reporting that the work has been eminently successful. It has not been practicable to furnish this work



for the girls. I therefore earnestly request that an additional step be taken, and sewing be introduced and taught the girls, while the boys are being taught Sloyd, in such manner as shall be determined by your committee on Industrial Education.

But the fact is recognized that the training of the mind and hand is not sufficient. This age is asking for *men*, not professors, not scientists, but men of personal worth and stability, who will not be swayed from the truth and right, and who will see that justice is not perverted, and that public offices are not given to spoilsmen. They must not only be intelligent, but honest.

Discarding examinations as the basis of promotion, and causing the promotion to depend upon the fidelity and success of daily work, has done much to remove deception on the part of the pupil. It is realized that ethical teaching must come mainly, not from text-books, but from the gracious personality of the teacher. The teacher must inspire to high ideals, and be what we would have our children become. Examining boards of education are beginning to see that the first qualification of the teacher is a personal character above reproach. The teacher must be a living example of morality and correct dealing, and improve the grandest opportunity for doing good by sending her refining influence to the parents and the home.

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### **Teachers' Annuity Fund.**

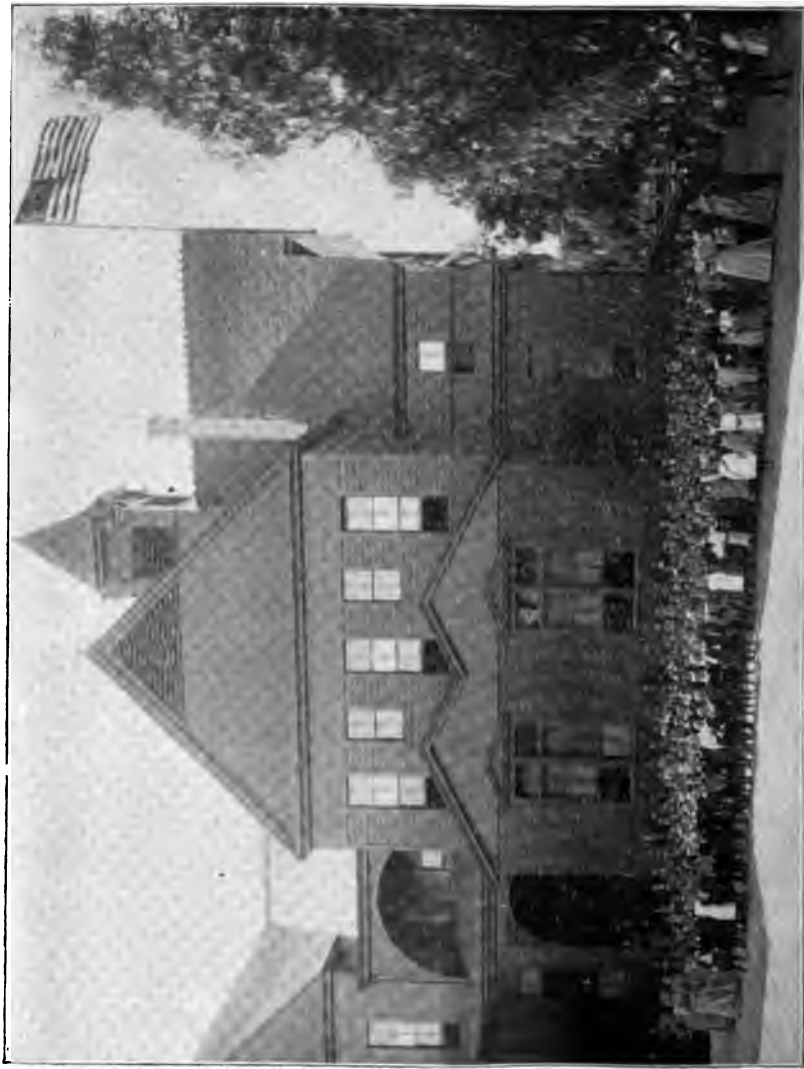
I believe our teachers should maintain a teachers' aid association, to render assistance to themselves in cases of protracted illness. A small sum paid by each teacher, either monthly or yearly, would soon create a fund which, under proper financial management, would grow so as to furnish available assistance when needed.

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### **Patriotism.**

Our experience has taught us that the first work of the schools is to make American citizens, and to that end the





SEVENTEENTH STREET SCHOOL

modern education is placing great stress upon teaching the obligations and duties of citizenship; not only in the higher grades, but in the lower grades also. The children of to-day are the hope of the nation, and those who have the administration of school affairs have realized the necessity of teaching them to be loyal and devoted to their country's interests. They are taught not only to read and study the Constitution, but to realize their obligations to support and defend it. They understand that this nation is a grand and noble co-operative association, and that they are soon to be full members of this association, entitled to all its privileges, and subject to all its responsibilities.

We celebrate our Nation's birthday with festivities, rockets, bombs, and illuminations, showing our joy and gratitude that the labors of our forefathers have been so fruitful, and that the anticipations of the founders of the republic have been realized. The observance by our schools of other special days as set apart for the states and nation, the birthdays of our noted men, and days commemorating epochs in our country's history, is doing much to inculcate in the minds of the children the purely democratic ideas of our people. The sentiment of patriotism is fostered, too, by the fact that day after day the children work in school buildings over which the "Star Spangled Banner" floats, and that they are taught gladly to salute it and pledge to it their allegiance.

### **Days of Observance.**

It is suggested that the following days be observed during the school year of 1897-98:

October 12:           Discovery of America.

October 28:           Dedication of Statue of Liberty.

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November 3:           Birthday of Wm. Cullen Bryant.

November 15:          Articles of Confederation adopted by Congress.

November 25:          Thanksgiving (afternoon preceding).

December 2: Monroe Doctrine.  
December 16: Boston Tea Party.  
December 25: Christmas (afternoon preceding).

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January 6: Birthday of Benjamin Franklin.  
January 14: Gold Discovered in California.  
January 18: Birthday of Daniel Webster.

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February 6: France acknowledged the Independence of  
the United States (Friday preceding).  
February 12: Birthday of Lincoln (Friday preceding).  
February 22: Birthdays of Washington and Lowell.  
February 27: Birthday of Longfellow (Friday preceding).

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March 4: Constitution went into effect.  
March 9: Engagement between Monitor and Merri-  
mac.  
March 30: Purchase of Alaska.

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April 3: Birthday of Washington Irving (Friday  
preceding).  
April 19: Lexington and Concord.  
April 30: Washington Inaugurated (Friday preced-  
ing).

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May 4: Birthday of Horace Mann.  
May 13: Founding of Jamestown.  
May 24: First telegraphic message.  
May 30: Memorial Day, Flag at half-mast. (Friday  
afternoon preceding).

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June 14: American Flag adopted.

One of the pleasing features of the year was the Children's Day exercises on April 24th, at Fiesta Park. When the special committee decided that the schools should be represented, the schools were organized into companies, and officers selected as in former years, in order that the large numbers could be handled properly and without accident. There was no marching through the streets, and the program was too short to tax the physical strength of the children. The white dresses and the waving of thousands of flags made such a display as Los Angeles never saw before, and will never be forgotten by the children who took part, and the thousands of citizens and parents who saw it. The exercises showed a beautiful lesson in order, discipline and obedience. And when every right hand was extended toward the Stars and Stripes and the sentence: "I pledge my allegiance to my flag, and to the republic for which it stands, one nation, indivisible, with liberty and justice for all," was repeated as with one voice, there was not a heart that did not thrill with patriotism, and feel that our country will be protected for another generation, at least.

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### **Course of Study.**

Any course of study is necessarily defective, and must be revised as new text books are used, and new matter and larger theories of education are introduced. A good course of study is a product of slow growth, and must be worked out after long experiment and practice. A teacher who is progressive and zealous in her work expands the outline of the course of study, and makes it interesting to the children.

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### **School Exhibits.**

We made a school exhibit at Hazard's Pavilion at the time of the Home Products exhibition in January. I wish the exhibit could have continued for a longer period, so that more of our people could have examined the work. The exhibit of

the Commercial Department of the High School and the drawing of all grades were themes of common comment, and in highest terms.

In accordance with the resolution passed November 23, 1896, the school children were permitted to bring contributions for the poor. These gifts were collected and put in the hands of the Associated Charities for distribution. We do not know the names of the recipients, but feel that great good was done the deserving poor of our city, and the children enjoyed the pleasure of giving.

The quantity was about the same as last year; but our former experience enabled us to handle it much better.

Mr. T. J. Stuart, Secretary of the Associated Charities, took the following inventory of what was contributed:

12 sacks apples, 1 sack oranges, 1 box lemons, 3 sacks walnuts, 54 sacks potatoes, 1 sack sweet potatoes, 25 sacks corn meal, 4 sacks graham flour, 20 sacks flour, 140 squashes, 125 pounds onions, 100 pounds cabbage, 60 pounds turnips and carrots, 3 sacks coal, 143 glasses jelly, 70 cans meat, 15 boxes sardines, 1 sack wood, 135 cans fruit, 102 cans tomatoes, 30 cans corn, 65 bars soap, 12 sacks salt, 11 cans oysters, 9 cans lard, 13 cans vegetables, 1 can spices, 7 cans Mellin's Infant Food, 3 cans baking powder, 20 pounds coffee, 200 pounds sugar, 200 pounds rice, 8 pounds tea, 100 pounds dried fruit, 300 pounds beans, 240 leaves of bread, 13 boxes crackers, 2 cases crackers, 6 packages Macaroni, 2 chickens, cakes, pies, toys, candies, magazines and books, 2000 pieces clothing, \$15.55 cash, 3 grocery and meat orders, value \$3.75. In all 28 wagon loads.

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### Writing.

Our schools were slow to adopt the vertical writing, and introduced it in the primary grades only at first. Now, after a thorough test, the result is that it is in all grades below the High School, and even in the High School many pupils use it. We were very fortunate in having the services of Mr. E. K. Isaacs as special teacher in writing, when the vertical system

was introduced into our schools; the results of his efforts being evident in many of the classes at the close of the year.

The vertical system has several advantages over the slanting system. It is more legible, requires a more healthful position, and is more easily learned. I believe it is destined to supplant all other systems.

### **Kindergarten.**

The Kindergarten was introduced into the school system of this country comparatively few years ago, but the tender plant has grown and blossomed until today it is shedding its fruits and flowers over our whole country. Wherever it is a part of the school, its spirit pervades the whole system, and makes pupils and even teachers more gentle and careful. I attribute the growth of the Kindergarten within the last few years largely to the fact that its leaders are growing broader, and ready to have its work related to that of the primary school. Many seemed to have the impression that the interpretations of Froebel's methods were unalterable and complete in themselves. But later evidences show us that they are based on scientific principles, and are related to primary work in such a manner as to receive the consideration of all interested in educational growth.

The great trouble with many of our people is, they expect immediate results, and look at the dollar as the end in education. They, of course, have not studied the question psychologically, and cannot view it as we who are constantly working to prepare the youth for a conformity to law when he becomes a citizen. The change in the rules permitting the children to be admitted to the Kindergarten at 4½ years, is a wise one, and will be of untold benefit to those who must leave the schools before reaching the higher grades. I hope the day is not far distant when the great State of California will recognize the Kindergarten the same as the primary grade, and thus encourage one of the most important features of our school system.



While we have had no special Supervisor of Kindergartens for the last two years, yet most careful and systematic work has been accomplished by the earnest, intelligent teachers of that department.

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### **Tuition.**

In this city, so free from the winter's cold of the eastern states, it is not uncommon for us to find those who are non-residents in the eyes of the law, attempting to obtain free tuition for the winter months. Only the children of residents are entitled to attend the schools. The plea is frequently made by the resident friends that they pay school taxes, and have no children of their own, and therefore should be allowed to obtain free tuition for their relatives whose parents do not live in the city. We find ourselves unable to comply with this demand, and enforce the rule requiring the payment of tuition. The Board of Education, however, invests the Teachers' Committee and Superintendent with discretionary powers in this respect, so that indigent children need not be turned away.

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### **Teachers' Institute.**

The Teachers' Institute was held during the week beginning November 30. The meetings on Monday, Tuesday and Wednesday were held in the High School Building. The general sessions were held in the Auditorium, in the forenoons, and section meetings were held in the recitation rooms in the afternoons. The High School section comprised all the Ninth Year and High School Teachers of the City and County. On Thursday and Friday, the Institute formed a part of the great meeting of the Southern California Teachers' Association. The program was arranged so as to help the experienced teachers who wished pedagogics principally, and the beginners and others who wished to have the principles and methods of teaching illustrated. An exceedingly lively interest was manifested during the week, and it is the universal verdict that the meeting was very suggestive and helpful.

The following are some statements as suggested by the State Superintendent of Schools of Maine. I state them and a few additional ones with the hope that our teachers will make use of them for self-examination:

Make suitable preparation for the recitation.

Have some definite plan of work.

Teach more than is in the text books.

Have your questions follow each other in a logical order.

Lead the children to discover their errors.

Have your teaching tend to make thinkers instead of machines.

Do not include the answers in your questions.

Do not suggest by words or tones the answers required.

Do not assist your pupils to such an extent as to make them depend upon you.

Pupils should not answer with the rising inflection.

Have the pupils thoroughly prepare their lessons before coming to the recitation.

See to it that suitable work is prepared and assigned to those who are not reciting.

Use effectively the facts that are naturally tributary to the lesson.

Oral reviews should be a part of the regular exercises of the school.

Teach the pupils how to think.

Inaccuracies in oral and written language should be carefully corrected.

Conduct recitations in such a manner as to develop thought.

The tones of the teacher should always be natural and pleasant.

Do not talk too much.

Be careful to question the dull pupils as well as the brighter ones.

Do not repeat the pupil's answer.

See that the pupils stand, sit and walk properly.

Preserve order in passing to recitations and in the lines, and in handling books and apparatus.

The teacher must *never* lose control of herself.

Be always kind, but firm, in the treatment of pupils.

See to it that the moral atmosphere of the school is a wholesome one, and that pupils are taught to love their country, and to have a just regard for our best men and women. See School Law, Section 1702.

Have pupils obey promptly and cheerfully.

The school room should always be tidy and attractive.

All work on the board, slates and paper should be carefully arranged and neatly done.

Do not allow pupils to injure their text-books or school property.

Encourage the pupils to read books, papers and magazines, found at home and given out through the public library.

An irritable or sarcastic teacher will have insolent pupils.

Every teacher of the primary grades should be able to write well on the blackboard.

Do not have too great an amount of text read.

Spend enough time in studying the thought or the selection, that it may be read acceptably.

See if there is any relation between the reading and spelling of pupils.

Do not allow mumbling, drawling or slurring tones to come from pupils.

Read regularly at least one good educational periodical.

Study some of the standard works of education.

Each lesson should be so taught as to justify the teacher in feeling that something has been accomplished.

Pupils should be doing more and better work this term than last term.

The teacher should know and appreciate what her pupils have done in the preceding classes, and what they are to do in the next higher class.

The teacher must use good English.

Teaching should tend to encourage pupils to develop strength.

Pupils should memorize some standard selections.

Teachers should be persistent in their efforts to learn the best methods.

## REPORT OF THE DEPUTY SUPERINTENDENT.

*Mr. J. A. Foshay, Superintendent City Schools:*

In accordance with your request, I herewith submit my report for the year 1896-7.

I wish first to thank the Superintendent and the Board of Education for the confidence reposed in me, and for the many courtesies extended throughout the year. I wish also to thank the principals and the teachers of the various schools for their kindly forbearance on many occasions, and for their efforts at all times to follow directions, and to carry out suggestions.

It is a part of my duty to visit and look into the workings of the various classes of the Public Schools of this city. In the performance of that duty, I have made during the year more than thirteen hundred official visits, averaging in length from fifteen to twenty minutes. These visits have convinced me that our schools are, on the whole, doing very efficient and satisfactory work.

The department is to be congratulated upon the fact that accommodations have been furnished to all children of school age who have applied for admission, and that all, with very few exceptions, have enjoyed the privilege of attending school on full-day time, although in many localities they have been uncomfortably crowded.

It has been said that, "As is the teacher, so is the school." Owing to the fact that the Los Angeles State Normal School is situated in our midst, and that our climatic and social advantages bring to Los Angeles many of the best teachers from other cities and states, our schools can have and do have a corps of teachers ranking above those of many other cities;

and it is to this condition, more than to any other, that I attribute the efficiency of our schools, and as our teachers are among the most faithful, conscientious, hard-worked servants of the city, they deserve and should receive the best pay the city can afford.

A proper adjustment of the Kindergarten and first grade work would strengthen both. It is hardly practicable to bring the first grade work down and make it fit the Kindergarten, but the Kindergarten work, or play, as it is sometimes called, could be elevated and brought nearer to the first grade. The Kindergarten should instruct as well as amuse; it should cultivate observation and thought as well as a desire to express thought; it should teach obedience and self-control as well as precociousness and self-esteem; it should develop character, as well as individuality, and unless it strengthens the child for the school work which follows, it deserves no place in the public school system.

The custom of admitting children into the Kindergarten and lower first grade at all times during the term is injurious to the children who enter at the proper time, while it is of little benefit to those who do not. If a rule could be adopted requiring children to enter those classes during the first month of each term, or wait until the beginning of the next term, the efficiency of those classes would be greatly increased, especially in overcrowded schools.

As children can make but little progress in their studies until they have acquired some proficiency in reading, writing and spelling, these subjects cannot be made too prominent in the lower grades. But, at the same time, the other studies should not be neglected, as such a large percentage of the children never pass beyond the third or fourth grade. A reference to the table of "Percentages of Enrollment in the Various Grades," will show the necessity for doing all that can be done in the first two or three years of school.

In my opinion, there is nothing so much needed in our schools at the present time, or that would add more to their efficiency, than one or two good sets of supplementary readers for each grade, in every building. Our State Series of Readers

is so limited in the amount of reading matter furnished, that they must be supplemented by other readers, or our children suffer from a meagre vocabulary, a lack of elocutionary drill, as well as an insufficiency of proper mental nourishment.

The Night School does not seem to accomplish all that is expected of it. There are a great many boys and young men in Los Angeles who are employed during the day, and who should avail themselves of the opportunities offered at the Night School. The enrollment in the Night School, however, was 113 for the year, while the average number belonging was forty-three only, and the average attendance thirty-eight. This indicates that those for whom the Night School is maintained are indifferent in regard to their own welfare, or that the curriculum does not meet their requirements. If the schools were reorganized, with a course of study largely practical and commercial, for the accommodation of pupils of both sexes, from twelve to eighteen or twenty years of age, and for those only who are actually employed during the day, it would reach a larger number, and would doubtless accomplish more good than it does now. Then, too, the rules in regard to regular attendance should be more strictly enforced, so that night school pupils may not be allowed to remain out of school to attend every attraction and entertainment that comes to the city.

It has been the custom in the past to open the fall term with the understanding that there would be ten months' school. Our course of study is arranged on that basis, but since 1883-4, the schools have been maintained, one year, eight and one-half months; seven years, nine months each; two years, nine and one-fourth months each; two years, nine and one-half months each; and one year, nine and three-fourth months. As a result of trying to do ten months' work in eight and one-half, nine, nine and one-fourth, nine and one-half, or nine and three-fourths months, our children are overcrowded with their work or are able to complete it in an inferior manner. It would be far better to have ten months' school each year. If, however, this cannot be done, then it should be so understood at the beginning of the year, and the course of study should be arranged accordingly, even though it take an additional year

to complete the primary and grammar grade work, and another half-year to finish at the High School.

The existence of so many small school buildings throughout the city is one of the greatest defects of the department. In a school with less than eight or ten rooms, it is almost impossible to provide for the children without giving one or more teachers more than two classes, or transferring certain classes to other buildings. If the former plan be adopted, the teacher's time is divided between so many classes that she can do only inferior work, and if the latter, it usually proves unsatisfactory to both parents and children. The erection of buildings in the future, with twelve to twenty rooms, or the making of additions to the present buildings, when needed, would admit of much better classification and would secure more satisfactory results.

The sanitary condition of our schools has received much attention in the past, and is not being neglected at the present. But if the walls of most of the new buildings and the green transoms over many of the windows in both old and new could be made several shades lighter, it would add to the cheerfulness of many school rooms in this city, and would be no detriment to the eyes of the pupils who occupy those rooms.

Then, too, the small windows above the blackboards at the back of some rooms should be cut down to the tops of the boards, and should be stippled or tinted to admit the light without the direct rays of the sun, instead of being covered up as they now are with window shades.

Referring to the Census Report for 1896-7, it will be seen that there were no less than 2459 children of school age in this city who did not attend any school at any time during the year. Add to these about two thousand more who attended school but a few days or a few weeks, and those who were very irregular in attendance, and one can appreciate how many children are not availing themselves of the advantages provided for them. If the Compulsory Educational Law were enforced in this city, much of this wrong would be righted, and useful citizens would be made of many boys and girls

who, continuing in their present course, will eventually drift into reform schools and states prisons. The enforcement of the Compulsory Attendance Law need not add to the expense of the department, as the additional amount received by the city from the state and county apportionment at \$13.75 per child, on average daily attendance, would employ several truant officers, besides furnishing the additional school facilities to accommodate the increased enrollment. Recent reports from Indianapolis show that in that city the attendance was increased 4000 in 1896-7, by enforcing the Compulsory Educational Law, and in the state of Indiana the increase was 25,000 or 30,000. The enforcement of the law here would also aid the department very much in preventing cases of truancy.

The statistics which follow the Secretary's report, and which constitute a part of my report, have been very carefully compiled. They will be convenient for reference and comparison, and will doubtless prove of interest to school people as well as others.

Yours truly,

C. L. ENNIS,

*Deputy Superintendent City Schools.*



## REPORT OF HIGH SCHOOL PRINCIPAL.

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*Mr. J. A. Foshay, Superintendent of City Schools:*

DEAR SIR: I herewith submit the report of the Los Angeles High School for the school year ending June 30th, 1897. Good results have been accomplished during the year. The teachers have been faithful and thorough, cheerfully complying with all requests made of them, and prompt to offer their services to further the interests of the school.

The pupils have been held to a high standard. Those who have failed in any study have been graded with the class below. This accounts for the apparent disproportion of number in the several grades. The excellence of the work done is proved by the fact that the school has not only been accredited in every subject taught, but has been especially commended by the professors who have from time to time inspected the school. Few High Schools in the State have courses of study as liberal and flexible as ours; to have been found thorough in every department is, therefore, highly gratifying.

Twelve hundred eighty-one pupils were enrolled during the past year, an increase of three hundred seventy-two. These were classified as follows: Ninth Year Class, 625; Tenth Year Class, 348; Eleventh Year Class, 187; Twelfth Year Class, 121.

Eighty-three pupils completing the four years' course were graduated June 21st. Of these 9 completed the Classical course, 26 the Literary course and 48 the Scientific course. Besides these, 24 pupils were graduated from the Commercial department. Of the regular graduates 44 were boys and 39 girls; of the Commercial graduates 12 were boys and 12 girls.

The following facts are worthy of note: The number of boys graduating from the regular courses exceeded the number of girls; of the Commercial graduates one-half were boys and one-half girls. Second, the number of boys graduating from the Classical and Literary courses was greater than the number of girls; while from the Scientific course there were fewer boys than girls.

Owing to the increase in the number of pupils attending the school, the transfer of the Commercial department to the Sand Street building left us as crowded as before. It is necessary that four or five additional rooms be provided for the ensuing year.

The annexation of suburban districts and the organization of Union High Schools at Compton, Burbank and Long Beach have reduced the number of tuition pupils. The number attending during the whole or a part of the year was 28. The amount of tuition money received was \$987.50.

Last year, it will be remembered, the Board of Education, on the recommendation of the faculty, ordered the discontinuance of certain organizations connected with the school, because of their interference with the attainment of high scholarship and the maintenance of discipline. A year's experience has shown the wisdom of this action; for good results are already apparent not only in improved scholarship and deportment, but also diminution of bitter class rivalry and in the growth in the sentiment of loyalty to the school as a whole.

The use of the public library has been of great service to the school. By an arrangement made with the trustees of the library, our pupils have had access to a large number of reference books. Advantage has been taken of this privilege by students in all departments. There are, however, serious drawbacks to the free and adequate use of such books; for we necessarily have the use of each volume for a limited time only, and as the general public have access to the same books, it not infrequently happens that they cannot be obtained when most needed by our pupils. We feel that much better work could be done had we at the High School building a

library well stocked with good reference books. A thousand dollars' worth of such books would be of more benefit to the school, by enhancing the value of the instruction given, than a larger amount expended for additional instructors.

A scholarship in the University of California has just been awarded to one of the graduates of the High School, Mr. Frank Goodenow, class of '95; another graduate, Mr. Christopher G. Ruess, class of '97, has received a scholarship in Harvard University. Several other graduates who presented their names for scholarships were very deserving of assistance in obtaining a higher education. Would that some public spirited citizen of our wealthy and prosperous community would emulate the noble example of Mrs. Phebe Hearst and Mr. Levi Strauss of San Francisco, in endowing one or more scholarships for young men and women of merit.

The wisdom of establishing separate departments under the supervision of responsible heads has been proved by the benefits accruing from the system. The school has been fortunate thus far in that the departments have had capable directors. For particulars of the work in the several departments, I refer you to the reports submitted by the respective heads:

Mrs. Margaret J. Frick, head of English department, reports as follows:

The work of the English department is divided into two branches, study of masterpieces of English literature, and drills in the use of simple, correct English.

In France, Germany and other foreign lands, the home language has always received the first attention. Our people have just awakened to the fact that the English tongue should have a like training, and are now very sensibly demanding from the pupils of secondary schools ease and accuracy of expression.

Recognizing the justice of this demand, yet feeling that to compel a pupil to lose his promotion in literature, year after year, on account of slovenly habits of expression, is no more just than it would be to condition him in science or mathematics for the same reason, the English department tried the

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NORWOOD STREET SCHOOL

experiment, the past year, of forming supplementary classes for drills in correct expression. These classes recited twice a week, and no preparation outside of the recitation hour was required. After the first five or six weeks' work, almost every pupil had learned his own special faults or weaknesses; then the work became individual, and the length of time the pupil remained in the class depended upon his success in ridding himself of his faults.

This work in formative English will grow lighter in time, because each class from our Grammar schools is now coming to us better prepared in English grammar than the previous one; the last class received, that in February, 1897, being an exceptionally good one.

Your English teachers report a very satisfactory year, interest and enthusiasm pervading both the critical study and the collateral reading.

Owing to the large number of students taking this subject, it has been necessary the past semester to carry twenty-five classes in the English proper, and eleven classes of the formative English.

By compilation of this semester's report, I find the average of promotions in our English classes to be ninety-one per cent. We attribute this high percentage partly to the studious spirit in the school, and partly to the just segregation of expression from literature.

I would make one request for the department: that is, that we have more books for aids in reference and collateral reading. Our literary laboratory is not at all in keeping with the general prosperous condition of the school.

Mr. A. E. Baker, head of Classical department, says:

Two lines of work in the Classical department have been emphasized: the close scrutiny of limited portions of the text, with composition exercises based upon them, and second, the rapid cursory reading of more extended portions, that by much reading the students' vocabulary and acquaintance with idioms may be enlarged. This method has kept alive an interest in the author's masterpiece, and has been easily employed through the Arrowsmith and Whicher plan, as the cheap editions of

the complete commentaries in the hands of the class have been used to supplement the excerpts, thus, too, preserving the continuity of the author's work.

Post's "Latin at Sight," confined largely to the eleventh year, gives us a wide range of authors for rapid work, and by supplanting the "Mamilian Law," so called, has limited the text upon which the critical study is done, thus enabling more thorough work. Human interest has hereby been conserved to the increased pleasure of the pupil.

By the formation of what is known as the Latin Composition class, an opportunity has been given such pupils as have failed, in class work, to grasp certain principles, to receive individual and timely attention. By this plan, many are able to keep along with their classes who otherwise would fall back or out entirely.

If our department comes short of attaining its best results, it is possibly owing to the lack of reference books in our High School Library, in search of which books pupils have often been sent in vain.

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Mr. J. M. McPherron, head of Mathematical department, reports increasing thoroughness. He adds:

The study of Mathematics still holds its place as one of the essentials in any course of study. The so-called practical value of Arithmetic, Algebra and Geometry, has always been recognized. The educational value of Geometry and the practical value of Trigonometry are beginning to be appreciated as never before.

Perhaps no subject in the list of High School studies has greater value in the preparation for other lines of work than Geometry. Certainly no subject is so fruitful of good results in developing the reasoning faculties. Hence its study is the best possible preparation for Logic and kindred branches. The methods of investigation and the subject matter are both of the highest importance in the sciences.

Original work in the solution of problems in both Algebra and Geometry is insisted upon as of the greatest importance.

Advanced Algebra has been added to the list of subjects taught during the past year.

Mr. Geo. L. Leslie, head of Scientific department, reports:  
The enrollment in Science classes for the year has been as follows:

Physics, 130; Chemistry, 110; Botany, 300; Physiology, 200; Physical Geography, 300; Astronomy and Geology, 50.

As far as possible, the teaching of Science has been from the laboratory standpoint. The classes have been large, and it has been difficult at times to do what we otherwise would have done in the laboratory.

It is a pleasure to report a thorough fitting up of the Physics laboratory during the year.

Excellent work-tables have been provided, and the apparatus supplied has been thoroughly good. Scholars can begin their experiments with roughly made apparatus, and close with the finished instrument.

The classes in Physical Geography have been given the opportunity to use the physics laboratory whenever possible.

In Chemistry the number of students has nearly doubled during the year. The work done has been good in every sense. Repairs and additions have been made in the laboratory, so that the work promises better for the coming year than in the past.

While all has been done in Botany and Physiology possible with the material and apparatus on hand, it is a pleasure to state that steps have been taken to fit up well a biological laboratory for the coming year. This being done, the work in biology will become a pride to the school.

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Mr. J. H. Francis, head of Commercial department, reports as follows:

The Commercial course was extended this year to cover three years' work. This will add much to its strength and efficiency, and in time to its popularity. The public are not slow to appreciate the superior advantages to be derived from effort spent in a thorough and comprehensive course of study. The tendency of this age is towards a more practical education, but certainly not toward a superficial one.

A special effort was made during the year to secure efficiency and thoroughness in punctuation and capitalization,



paragraphing, spelling, penmanship and letter composition, commercial arithmetic and bookkeeping, phonography and typewriting. Not that these studies are of greater importance than others, but it is thought that the pupil should attain such proficiency in them as to be able to apply his knowledge directly, when required to do so. The work in phonography and typewriting has equalled in speed and quality that in the best commercial schools of the coast. Sixteen new machines of standard makes were put into the department this year, and have given entire satisfaction. The business practice which was introduced this year has added much to the interest and efficiency of the work in bookkeeping. This part of the work is very practical, and one of the interesting features of the department. The new business desks, stools and offices have answered well their purpose.

The enrollment for the year showed an increase over the previous year. The outlook is good for building up a department that will reflect much credit on the High School and help many boys and girls to better fit themselves for life.

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In closing I wish to emphasize the fact, incidentally touched upon by the heads of departments, that the High School is nothing if not practical. Never before in the history of education has the practical value of each subject been weighed so carefully at every step as at present. Many otherwise well informed are not aware of the difference between our present methods of instruction and those of even a few years ago. Formerly the teacher gave the student information *about* things, now the student, whether in scientific or literary work, is introduced to the things themselves. Then the pupil memorized laws and theories, now he is taught to investigate the facts, to prove all things by experiment or original research, and state his deductions in clear, concise English.

Thanking you and the Board of Education for your cordial assistance and support, I am

Respectfully yours,

W. H. HOUSH, *Principal.*

## REPORT OF THE SUPERVISOR OF DRAWING.

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*Mr. J. A. Foshay, Superintendent of City Schools:*

DEAR SIR—The drawing has progressed favorably the past year, all the teachers showing great interest in their work. The classes for special instruction in drawing have been well attended by teachers from all grades. Owing to the requirement of the State University, more time is to be given to some of the drawing in the High School, and we hope thereby to outdo ourselves, and more than maintain the reputation we have of sending pupils to the University better prepared in drawing than from most of the High Schools of the State. In the grammar grades, the children make their own geometrical solids, so we always have plenty there, but we need a few artistic models in each building, such as vase forms. In everything connected with art in the school room, a high standard should be maintained. Pictures for the walls of the school room should always be by good artists, and artistically reproduced, as they exert a great though silent influence upon the children. They should be such as appeal to the interests of the child, and aid in teaching history, literature, geography, and also cultivating a love of nature. In many cities, this subject is receiving great attention, and no picture is allowed a place upon the school room walls unless it has met the approval of those competent to judge upon its artistic merits. In Brooklyn, N. Y., the Woman's Club became interested in the subject, and through its art committee twenty-six pictures were presented to Public School No. 30. These included representations of work by Raphael, Leonardi da Vinci, Sir Joshua Reynolds, Corot, Millet, Jr., M. W. Turner, Rosa Bonheur, Lerolla, Della Robbia, and others, including examples of great

masterpieces of architecture of each period. This collection is said to be constantly increasing by gifts from friends, teachers and pupils. In Aurora, Ill., the Woman's Club have undertaken to place artistic pictures upon the walls of the school rooms, taking one room each year. The help this will be to the teachers, and its influence in developing a love for the beautiful in nature and art among the children, is incalculable. We wish that some of the various Woman's Clubs of Los Angeles would go and do likewise.

I wish to thank the teachers of all grades for their interest and conscientious work in teaching drawing. Also, to the principals for their emulation, which aids in keeping the work up to a high standard. And to my assistant, Miss Hutchinson, and to yourself for the appreciation and support which have aided me in my work.

Respectfully,

Mrs. C. P. BRADFIELD,

Supervisor of Drawing.

## REPORT OF THE SUPERVISOR OF MUSIC.

*Mr. J. A. Foshay, Superintendent of City Schools:*

DEAR SIR—In submitting to you my first report on Music, I would call attention to the fact that this department has had no special supervisor during the past two years. Upon commencing my duties, four months ago, it was found that the work had been rather indefinite and fragmentary.

However, with the help of willing teachers and pupils, a start has been made, with definite objects in view, and something of a standard to attain.

The aim has been to foster a love for music and arouse an interest and enthusiasm for it; to secure soft, mellow voice-quality, with distinct articulation and purity of tone; to establish a sense of tone-perception and rhythm which develops ability to read at sight, easily; and, last, the ultimate aim of all study, to attain self-control and concentration of thought.

Already good results have been obtained from many classes, and in the near future, as the method becomes more familiar to teachers and pupils, I feel sure that much will be accomplished.

To do effectual work, and secure best results, I would suggest that a more careful preparation be made by some of the teachers, and that short, definite lessons be given in a prompt, intelligent manner. Music, without good discipline and method in the presentation of lessons, is a failure.

I wish to thank the teachers for their hearty co-operation and honest, sincere efforts to follow my plan of work. It has been most gratifying and helpful to me.

Most sincerely do I extend my thanks to you, also, for your valuable support and kindly assistance in many ways.

Very respectfully,

GERTRUDE B. PARSONS,

Supervisor of Music.

## REPORT OF THE SUPERVISOR OF PHYSICAL CULTURE.

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*Mr. J. A. Foshay, Superintendent of City Schools:*

DEAR SIR—Responding to your request, I herewith present my annual report for the school year ending June 30, 1897.

During the last few years we have been enabled to notice a marked progress of the interest taken by educators in regard to the importance of the physical condition of our school children, and a remedy to counteract the evil results of a one-sided mental education. The necessity of the advancement of the physical education of our pupils becomes more and more apparent. I hope the desire of the Honorable Board of Education to build a gymnasium in connection with the new High School will receive the ready support of our fellow-citizens of this community.

The city of Los Angeles, already having a good name for the well-directed school system, now desires to have the great educators of this country assemble in this city during the next year. Therefore, we cannot very well afford to stand back in this new movement for the harmonious development of Mind and Body; that is, the whole human being.

Our young men and young women, who attend the High School, are now well prepared, by the thoroughly established drill in Calisthenics, to begin with a much severer training by means of the large variety of exercises on or with a well-selected set of apparatus, as may be found in a modern gymnasium.

The Normal School of this city has had a well-equipped gymnasium for a number of years, to the greatest satisfaction of teachers and students. All over this great country, the colleges and universities are provided with the necessary means for the physical development of their students. In these places of learning, the ones who have a sound physical basis

and are in a good, healthy condition, form the much admired teams that, by a thorough and systematic physical training, are enabled to defeat the best teams of England, or any other country.

The Calisthenics drill in our primary and grammar grades is the fundamental work. In the gymnasium we would have the place where our people of the High School can receive an all-round physical training, not only by developing muscular strength, but also a high degree of endurance, and the necessary will-power that directs all habits and all muscular movements.

Physically and mentally, well educated students will always by their graceful motions and a good and proper carriage of the body, assisted by polite and respectful manners, make a good impression wherever they go, and forever be the pride of their relatives and the community.

The last year's work shows, again, a very gratifying progress in the direction of the Calisthenics drill by the teachers, who, however, have the desire of becoming more perfect in the execution of the exercises themselves; and indeed it is necessary to be master of the work before we can, with confidence and absolutely necessary ease, stand before a class of children, who are very quick in discovering any mistakes which the teacher may make by reason of inexperience or uncertainty. For our teachers' sake, then, also, we should have a gymnasium to make the work in physical culture more effective from year to year.

During the past year, I requested the teachers to take the class and conduct the exercises in my presence, to give them more assurance in their work; and by correcting their mistakes, and giving probably the very same exercises in the manner in which they should have been executed, I tried to make them more competent to carry on the work in my absence. By this method alone can I acquire the knowledge of any short-comings on the part of the teachers, and be enabled to assist them.

The marking of the pupils for the Calisthenics was of great help to teachers.

In closing my report, allow me to say that this last year was the most successful in my experience; and thanking you and your deputy, Mr. Ennis, and all principals and teachers for the kind support rendered and the many courtesies extended to me in my official capacity, I remain

Very respectfully,

C. J. ROHDE,  
Supervisor of Physical Culture.



## REPORT OF THE SUPERVISOR OF MANUAL TRAINING.

*Mr. J. A. Foshay, Superintendent of City Schools:*

SIR—Herewith is submitted a brief report of the Sloyd work for the school year ending June 18, 1897.

At the beginning of the year, four Sloyd rooms were equipped; one at the High School, one at Spring, Ann and Sentous Street Schools.

While the previous board was much interested in the manual training work, the present board is no less so; for three additional Sloyd rooms were established during the year—Griffin Avenue, Second and Twenty-eighth Street Schools; thus making a total of seven rooms.

Instruction has been given to about 2000 pupils of the Sixth, Seventh, Eighth and Ninth grades. Some seventy girls of the Seventh and Eighth grades received Sloyd instruction at Ann and Sentous Street Schools. Many more applied for admission to Sloyd classes, but could not be accommodated.

There were, during the earlier part of the year, only four Sloyd teachers, including myself, giving instruction. The constantly increasing number of pupils, together with the addition of the three Sloyd rooms last above mentioned, demanded increase in the teaching force. Thus before the ending of the year, a fifth teacher was elected. But although classes and teachers willingly worked to four o'clock P. M., and although some teachers had the heavy charge of two Sloyd rooms, this force proved insufficient, and additional teachers will be needed for the coming year.

In the Sloyd work in the Ninth grade—the first year of the High School—where I am teaching, we may not have realized fully the educational results sought, owing to insufficient time. It is hoped, however, that a new High School, with a special department for more advanced courses in man-



ual training, may be realized, and thus enable us to fill our mission in this grade.

While it is not for me to say whether or not the Sloyd work has been successful, yet there are a few points of observation I deem proper to include in this report. These points are:

*1st.* Among the 2000 pupils, there was not one single case of corporal punishment.

*2nd.* There was only one case of misbehavior worth reporting. This means much where one considers that pupils march long distances on the street at different hours to the Sloyd rooms. This, too, is something the public of the city should know.

*3rd.* The work has been helpful to the schools and to teachers in general, which is evident from the many expressions, deep interest and loyal support of principals and teachers.

Sloyd is not a subject, but it is a means of formal education. As such it is in the service of the schools. In other words, in Sloyd stress is laid, not so much on the high grade finish of pieces of work, as on the worker. The aim, therefore, of our work has been and will be to co-operate with the schools to the general end—the simultaneous development of mind and body of the pupil. This we failed to do, were our aim and function the teaching of trade; for the function of the public schools is to make men and women, not mechanics. Yet the Los Angeles public schools recognize the importance of so much and such technical training as shall be of some practical value to pupils in life.

Should the demand for specialization—trade teaching—increase, this city must follow the example of nearly all eastern cities of same size, and establish a trade or industrial school.

The work done was pioneer work, and necessarily a few minor changes will be made next year. I also recommend the printing of attendance lists to facilitate uniform and systematic recording. New cupboards and lockers of high grade finish will add greatly to the efficiency of our Sloyd rooms.

The Supervisor's teaching, confined to the High School work only, will enable him to offer more assistance to the teachers, so imperative to the success of the work.

The several assistant Sloyd teachers, the honorable board, the principal and teachers, and not least yourself, have contributed most to and made possible the harmonious prosecution of our work.

With highest consideration,

CHAS. A. KUNOU,  
*Supervisor Manual Training.*



## REPORT OF THE CITY LIBRARIAN.

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*Mr. J. A. Foshay, Superintendent City Schools:*

Since February, 1892, the library has been regarded as a part of the educational system of the city, and a constant effort has been maintained to co-operate with the school work in every possible way. The teachers have directed the reading of the pupils and have made the use of the library books more and more a feature in the teaching of history, language and the sciences.

The new juvenile and school department was opened January first, 1897, in the rooms formerly occupied by the Board of Education, and the innovation was so pronounced a success that in September this department was transferred to larger quarters. From the beginning, children have had free access to the shelves in this room, and the class of books selected has shown the good results of the school-room work.

During the past year about 2000 books have been added to the school department, covering the various lines of study in the different grades. It is hoped that these additions will still further reduce the use of juvenile fiction.

The following tables will show the increased use of the library for supplemental reading:

	No. of Books.
1892 Feb. to June.....	3,824
1892-93 Oct. " " (school year).....	8,475
1893-94 Sept. " " .....	14,359
1894-95 " " " .....	17,490
1895-96 " " " .....	19,957
1896-97 " " " .....	27,247

No. of teachers in schools, 1896-97..... 428

No. of teachers in schools, 1896-97 using library privileges 358

A classified list of the books circulated for year ending July 1st, 1897, is as follows:

Philosophy.....	66	Travels.....	2,446
Theology.....	441	Biography.....	2,872
Sociology.....	1,133	French.....	23
Philology.....	625	Music.....	9
Natural Science.....	2,480	Fiction.....	1,508
Useful Arts.....	159	Juvenile Fiction.....	8,224
Fine Arts.....	133	Magazines.....	796
Literature.....	2,210	Bound Magazines.....	1,456
History.....	2,226	Plates.....	440
	<u>9,473</u>		<u>17,774</u>
			9,473

Total..... 27,247

The new room with its increased facilities gives promise that the school work for the coming year will be still more gratifying, both to the school department and to the library management.

Very respectfully,

HARRIET CHILD WADLEIGH,

Librarian.

## HISTORICAL SKETCH.

The following from ex-Superintendent J. M. Guinn contains so much valuable matter regarding the early history of this department, that I am pleased to incorporate it as a part of this report:

*Mr. J. A. Foshay, Superintendent of City Schools:*

DEAR SIR—The Annual Reports of the Boards of Education of Los Angeles City for the past twelve years have carried forward in each yearly issue a list of the "Persons who have been Superintendents of the Los Angeles City Schools. These lists uniformly give Dr. W. T. Lucky, appointed in 1873, as the first superintendent.

There is no statement in any published report that our schools had a supervising officer before Dr. Lucky.

I recently made an extended search through the archives in the city clerk's office for data in regard to the early schools of our city and their supervision.

I find from the archives that the office of superintendent was created twenty years before Dr. Lucky's time, and that fourteen persons filled the office before 1873—the date of Dr. Lucky's appointment.

The first ordinance establishing public schools in Los Angeles city was passed by the Common Council, July 26, 1853.

This ordinance provided for the appointment by the Council of three Commissioners of Public Schools "who shall serve as a City Board of Education." The chairman of said Board shall be Superintendent of the Public Schools of the city.

The Board was empowered to examine and appoint teachers and to build school houses.

At the next meeting of the Council, J. Lancaster Brent, Lewis Granger and Stephen C. Foster, were appointed a Board of Education—J. Lancaster Brent, by virtue of his position as chairman of the Board, becoming Superintendent.





TWENTY-EIGHTH STREET SCHOOL

In May, 1854, Hon. Stephen C. Foster, on assuming the office of mayor, in his inaugural message, urged the necessity of increased school facilities. He said: "Our last census shows more than 500 children within the corporate limits of age to attend school."

The city did not own a school building. He recommended the building of two school houses, the revision of the ordinance governing the school, the appointment of a school superintendent, and school marshal.

At the next meeting of the council, an ordinance was presented and passed, providing for the appointment by the council, on the first Monday of June each year, of three school trustees, a superintendent, and a school marshal.

At a meeting of the council held May 20, 1854, Lewis Granger, a member of the council, moved that Stephen C. Foster be appointed city superintendent of common schools, Manuel Requena, Francis Nellus and W. T. B. Sanford, trustees, and G. W. Cole, school marshal. The appointments were confirmed—thus the mayor of the city became its first school superintendent, and three of the seven members of the council constituted its second Board of Education. The duties of superintendent as defined in the ordinance were, "to examine all persons wishing to teach in the common schools within the city; to grant certificates of approbation to such as are well qualified morally and intellectually to teach; and to revoke certificates for cause; to visit the schools monthly, making such suggestions for their improvement and welfare as he may think proper; and to hold public examinations once a year."

The School Board and the superintendent set vigorously to work to secure the erection of a school building. Before the close of the school year "School House No. 1," located on the northwest corner of Spring and Second streets, on the lot now occupied by the Bryson Block and the Old City Hall, was completed and occupied. It was a two-story brick building. School was opened in it March 19, 1855—William A. Wallace in charge of the boys' department, and Miss Louisa Hayes in charge of the girls' department. Co-education then and for many years after was not tolerated in the public schools of



Los Angeles. Mrs. M. A. Hoyt in 1854-'55 taught a public school in a rented building north of the plaza. School House No. 2, located near what is now the junction of North Main and Los Angeles streets, was built in 1856. It was a two-room building.

From 1853 to 1866 the common council appointed the members of the Board of Education and the school superintendents. The Board being the creation of the council, it would naturally be supposed that the relations between the two bodies were always harmonious. On the contrary, we find the relations were sometimes so strained that they snapped asunder.

In the minutes of the council's proceedings for July 7, 1856, appears this resolution: "Resolved, that page 7 of the school commissioners' record be pasted down on page 8 so that the indecorous language written therein by the school commissioners of 1855 can never again be read or seen; said language being couched in such terms that the present school commissioners are not willing to use said record." What the provocation was that called forth such vigorous language from the members of the Board of Education does not appear. Doubtless the City Fathers deserved a verbal castigation, but as they had their innings last, they vindicated their reputations by a liberal use of the paste-pot.

From 1866 to 1870 the School Boards and the Superintendents were elected by popular vote at the city elections.

In 1870 it was discovered that there was no law authorizing the election of a superintendent, the city, in school affairs, being governed by three trustees, the same as country districts. The office fell into a state of "innocuous desuetude," and continued in that state until 1873. In 1872 a special act of the legislature created a city Board of Education consisting of five members, and gave it power to appoint a superintendent. In 1889 the new charter created a board of nine members—one from each ward. There has been no change in numbers since.

On page ten of this report will be found a complete list of the persons who have been appointed or elected to the office of superintendent of city schools from 1854 to date. Before

the creation of the office of superintendent the ayuntamiento and its successor the common council employed the teachers and gave the schools of the city what little supervision they received

Respectfully yours,

J. M. GUINN,

*Secretary Historical Society of Southern California.*

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## CONCLUSION.

In closing this report, it is not too much to say that our schools have shown an unusual but healthy growth during the year, and predict that this favored city with its intelligent people and beautiful homes will keep the schools sacred.

Respectfully,

J. A. FOSHAY, *Superintendent.*

## GRADUATES FROM THE HIGH SCHOOL 1896-97.

### CLASSICAL COURSE.

Edwin Childs Baxter	Ray Mattison Hasson
Charles Luther Boynton	Arthur Thomas Stuart
Ella Belle Payne	Mary Allen
Henry B. Stewart	Clarence P. Thompson

### CLASSICAL AND LITERARY COURSE.

Christopher George Ruess

### LITERARY COURSE.

Susie Dale Barnwell	Asa Keyes
Horace Burton King	Genevieve Bourne
Susie Lee Crowell	Walter Louis Krug
Henry Clay Carr	Alice M. Hanly
Stella Pamela Healy	Harry J. Hatch
Raymond Everett Chase	Nettie May Guiwits
Jessie Knepper	Louis Charles Roe
Paul G. Clark	Grace Burnett
Lulu McKee	John Stewart Ross
John Alexander Glass	Charles Allibone Ludlow
Eleanor M. Russell	Arleigh Francesse Lemberger
Claude Freely Hale	G. Maurice Crow
Helen M. Stafford	James Pierce Baldwin

### SCIENTIFIC COURSE.

Emma Widney	Homer Washburn Glidden
Paul Clifford Brown	Emma E. Catey
Mabel Ferguson	Edwin C. Kroeck
Eugene Russell Hallett	Mabel M. Chalfin
Barbara Alice Hitt	James Sidney Lacy
Roy Alfred Brousseau	Virginia C. Dryden
Louler Mary Lord	J. Ira Moyse
Lyman Jacobus	Elizabeth Lebus
Josephine Meade	Edmund D. North
Isaac Oury Levi	E. Pearl Leeds
Grace Estella Pinney	Frederick Willard Parker
Albert M. Norton	Adelaide Loring

SCIENTIFIC COURSE—*Continued.*

Edna Victoria Shepherd	Charles J. Reinhard
Paul Pauly	Ella Sara Morgan
Pearle Charlotte Teale	Archibald B. Rhuart
John Day Putnam, Jr.	Cora A. Parker
Kate Chase	E. Roscoe Shrader
Carrie Belle Stanton	Grace D. Parker
George Clarke Briggs	Oscar Schelling
Edith MacFarlane Barber	Petra E. A. Pelanconi
Edgar Baruch	J. Alfred Givens
Francis Mitchell Barber	Katherine Bleecker Powell
Cliffe J. Fox	Maud Tappan Whedon
A. Adele Bare	Maude E. Weaver

## COMMERCIAL COURSE.

Earl W. Alderson	Grace L. Case
Warren Baringer	Blanche Cohen
Earl G. Douglas	Jessie L. Dwire
Frank Fuller	Laura B. Freels
Frank Gibbs	Millie Harvey
Donald McDonald	H. Albertta Hedges
Hubert Morgan	Sue Livingston
Emil Newman	Mabel McClure
Harvey Russell	Byrd McLain
J. W. Sharp	Beatrice C. Russell
Edward Van Horne	Margaret J. Russell
Arthur Yorba	Anna E. Willey

## REPORT OF THE SUPERINTENDENT OF BUILDINGS.

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### *Honorable Board of Education:*

GENTLEMEN—I submit herewith my report of repairs and improvements made on various schools during the fiscal year ending June 30, 1897, as follows:

*Highland Park*—Repaired plastering in both rooms and slated black-boards, made and put up a new flag pole, re-repaired roof, urinal and fence, planted and boxed fifty-two trees and cared for same.

*Arroyo Street*—Calcimined school-room and varnished wood work, repaired and reslated black-boards, overhauled fence, moved privies and built new vaults for same; also moved rear fence on approved property line, secured new water service with City Water Company, putting in about 200 feet of new  $\frac{3}{4}$ -G. iron pipe.

*Swain Street*—Put in new cesspool for sinks, repaired and reslated black-boards, and put up new flag pole and rope.

*Chestnut Street*—Scraped and revarnished all pupils' and teachers' desks in building, put in door connecting principal's office with room four, graded street sidewalks and curbed same.

*Hellman Street*—Put new sinks in boys' and girls' yards, connecting same with sewer, built pavilion over them, repaired floor in old pavilions, repaired plastering and black-board, revarnished all pupils' and teachers' desks in building.

*Gates Street*—Moved old closet to south side of boys' yard, remodeled building and overhauled plumbing thoroughly, built new closet for girls, replumbed and enlarged sinks in yard, connected entire plant with main sewer, and filled old cesspool; graded and graveled school lot, and built side walk from house to street, and enlarged front gate.

*Griffin Avenue*—Overhauled room four, remodeling same for Sloyd purposes by taking out and putting up partitions, shelving, etc.; conducted storm water to street. Put up large sinks in girls' and boys' yards, connected house and all out-buildings with sewer, filled old cesspool, built new fence on west front and 60 feet on east front; also, on entire west property line and in center of lot from pavilions west. Rebuilt and enlarged boys' pavilion, flooring same with cement, overhauled girls' pavilion, painting same as well as both front fences; put down cement walk from front steps to street, graded and graveled lot, and resealed every room in house.

*Hayes Street*—Built new coal house, calcimined building, scraped and revarnished old desks, repaired plastering, overhauled stoves and pipe.

*Castelar Street*—Built fence on rear property line and part of east front, cemented areas between old and new building; planted 29 trees in new lot and cared for same.

*Sand Street*—Made and hung full sized wire screens for all rear windows, arranged building for commercial course by removing partitions, etc., etc., made iron connection with main sewer, built and finished complete, two new water-closets; built large pavilion in rear of school house, put new sinks in boys' and girls' yards, set 23 lights of glass.

*Alpine Street*—Repaired fence, overhauled and painted water-closets, repaired plastering, conducted storm-water to street, graded yard and covered same with two inches of gravel, overhauled transoms, varnished all pupils' and teachers' desks.

*Custer Street*—Graded, sidewalked and curbed Custer street; also built sidewalk on Temple street, built sidewalk from front steps to Temple street; also walk, steps and retaining wall on Custer street front; put up and plumbed sink in boys' yard, conducted storm water to street, overhauled and fixed roof and eaves trough, graded and graveled yard, put picture moulding in all rooms.

*Temple Street*—Overhauled plumbing in outside sinks, dug up and cleaned out sink sewer connections, calcimined

building, repaired plastering, scraped and revarnished desks, set 12 lights of glass.

*Grafton Street*—Overhauled water-closets, and made new lead water supply connections for same.

*Casco Street*—Took down flag pole from front gable of building, lengthened it out and put it up on tower in center of building; built platform to raise flag from, and painted same; conducted storm water to street.

*Union Avenue*—Put picture moulding in all rooms, built fence on three sides of lot, planted and properly cared for 52 trees, repaired roof, gutter and downspouts; overhauled furnaces to some extent, repaired plastering.

*Fremont Avenue*—Retinned deck of house, put in new flag rope, repaired plastering and blackboards.

*Olive Street*—Laid cement floor over entire basement, overhauled heating plant, put sinks in boys' and girls' toilets, connected same with sewer, put sub-drain on north and west sides of building to prevent water from seeping through to cellar, conducted storm water to street, graded lot and covered same with coating of gravel, and constructed cement retaining wall on Olive street front and steps up to building, and sidewalk from front steps to girls' closet; built retaining wall on south property line, repaired front sidewalk, made wire screens for cellar windows in cellar, and planted trees along street curb, overhauled and readjusted every door in house and moved every desk.

*Spring Street*—Removed partition between cloak-room and room 5, connecting same for Sloyd purposes, put up shelving and brackets for various purposes, also tool racks; calcimined room 6, scraped and varnished all desks, repaired plastering and roof, remodeled supply room completely.

*Eighth Street*—Filled old cesspool, repaired walls and windows, putting new sash cord in nearly all of them.

*Cambria Street*—Put up and properly plumbed sinks in boys' and girls' yards, connecting same with sewer; conducted

storm water to street, graded lot and filled in with red gravel, thus preventing water from seeping into cellar; built new pavilions in boys' and girls' yards, built platform on roof from which to raise flag, set out 36 trees and boxed and cared for same, repaired roof and eaves troughs.

*Tenth Street*—Raised water-closet and put brick foundation under same, thoroughly overhauled plumbing in closet and sinks, connecting them with main sewer, filled old cesspool, covered louvers in tower with wire netting to exclude pigeons.

*Sentous Street*—Conducted storm water to street, built pavilions in boys' and girls' yards, flooring them with cement; built fence on west property line, laid cement walks from both entrances on Sentous street from front steps to street, also on Pico street; planted 52 trees, boxed and cared for same.

*Sixteenth Street*—Painted school buildings and all outbuildings and fence on east and west property lines, calcimined part of building, repaired roof and plastering, and graded north part of lot, also revarnished most of the school desks.

*Seventeenth Street*—Made sewer connections for all buildings, filled old cesspools, built brick foundation under boys' closet, scraped and varnished all desks and repaired walls.

*Norwood*—Built pavilions in boys' and girls' yards, with cement floors; built fence dividing yard, put up two sinks, connected them with sewer, conducted storm water to curb, graded lot; set out 56 trees, boxed and cared for same; repaired roof, laid cement walk from house to street, put up picture moulding in all rooms.

*Thirtieth Street*—Built and furnished four additional rooms to building, laid new floor in pavilions, replumbed outside sinks, connected house and all outbuildings and fixtures with sewer, filled cesspool, repaired fence, scraped and varnished old school desks, repaired plastering, put sinks in kindergarten cloak room.



*Twenty-eighth Street*—Constructed Sloyd room with proper lumber room in basement, built pavilion with cement floor in each play-ground, built substantial fence around entire property, conducted storm water to street, repaired leaks in roof, laid cement walks from front steps to street, set out and boxed 45 trees, put up picture moulding in all rooms.

*San Pedro Street*—Replumbed old closets by substituting Parsons' Automatic Flush for the old individual closets, dug up old lateral sewer connecting house with cesspool, scraped and varnished old desks, repaired plastering, set out and boxed 41 trees and cared for same.

*Staunton Avenue*—Built pavilion over sinks, repaired plastering, furnished new faucets for sinks, and repaired roof.

*Santa Fe Avenue*—Took up water-pipe and relaid same to new water supply, repaired roof and down-spouts; also plastering.

*Seventh Street*—Enlarged school building by raising and adding four rooms, moved lunch pavilion, tore down old closet and built two new ones, connected school building and outside sinks with sewer, conducted storm water to street, put a sixteen-foot additional length on flagpole.

*Ninth Street*—Replumbed outbuildings and sinks and connected same with sewer, conducted storm water to street, cleaned out all eaves troughs and downspouts, repaired roof and put in new flagpole and rope, graded and curbed Stanford avenue, and overhauled fence and lot.

*Sixth Street*—Graded lot, conducted storm water to street, put an extra window in rooms 5 and 10, built large pavilion in playground, replumbed and overhauled sinks in yard, put up picture moulding in all rooms, overhauled heating plant, took out broken hand basin and put in new one in place, fenced entire lot with a good substantial fence and painted same, set out and boxed 32 trees and properly cared for same.

*Boyd Street*--Enlarged kindergarten room, put extra supports under floor joists of all rooms, built room for janitor,

repaired roof, put picture moulding in all rooms, planted, and boxed 7 trees, laid cement walk from front entrance to sidewalk in street.

*Hewitt Street*—Built large pavilion in rear lot, put up and plumbed new sinks in boys' and girls' yards, connected school building and all outside buildings and fixtures with main sewer, filled old cesspool, repaired plastering in building.

*Amelia Street*—Replumbed outside sinks and repaired those inside of building, connected buildings and all outside fixtures with sewer, filled old cesspool, filled in and graded entire school lot, built new coal house, repaired fence, conducted storm water to street, set out and boxed 36 trees and properly cared for same, repaired roof and downspouts, also gutters.

*New Macy Street*—Covered all windows in old building with boards, the better to protect the glass, stippled all transoms in new building, and repaired leak in roof.

*Ann Street*—Removed partition between room 5 and its cloak room, connecting same with school room for Sloyd purposes, put up shelving for lumber, also brackets and shelves for tools, etc., and Sloyd supplies, cleaned and varnished old school desks, moved pavilion to west side of girls' yard, put up sink in same yard and connected same with sewer, conducted storm water to street, fixed transoms in all new rooms.

*Macy Street*—Calcmind entire building, built fence on south and west lines of girls' yard, graded and graveled lot and put in stone storm gutters, scraped and varnished all old desks in building, repaired plastering, removed old blinds and put up new shades, overhauled plumbing in waterclosets.

*Cornwell Street*—Built coal bunker in cellar, laid iron soil pipe from sinks to cesspool, repaired plastering, roof and gutters.

*Second Street*—Made complete change of plumbing of closets and connected same with sewer, as we found the place for connecting was five feet lower than sewer in street; built lunch pavilion in back yard and put up sinks in same with sewer connections, laid cement floor in pavilion and sidewalk from

front entrance to street, built a good and substantial fence on all sides of lot and properly painted same, conducted storm water to street, filled in lot about two feet deep, built Sloyd and lumber rooms in cellar and furnished same complete for business, planted, boxed and cared for 33 trees in yard.

*Breed Street*—Connected house and out buildings with sewer, filled cesspool, laid new floor and put new sinks in pavilion, built new platform between house and pavilion and walk from pavilion to girls' closet, repaired plastering and roof.

*First Street*—Set 20 panes of glass, changed plumbing in closet, also connected school house and other fixtures with main sewer, planted and boxed 17 trees in lot and cared for same, repaired fence and leaks in roof and repaired back door.

*Pico Street*—Made and hung gate in rear fence, repaired water-closets and cesspool connections from house; stopped leaks in roof and dormer windows and other leaks; placed supporting girders under ceiling joists of room 1 and 2 to strengthen the floor of second story rooms 3 and 4.

*Rosedale*—Put new grate in old furnace, removed old floor from basement of school building, repaired roof of building, planted 15 trees in lot, boxed and cared for same, overhauled old closet, hung transoms in rooms 2 and 5, repaired roof and conductor pipes.

*Harper School*—Rebuilt front steps, adding three risers to same, making risers five inches instead of seven; planted, boxed and cared for 73 trees.

*Harmony School*—Put in a wind-mill, tower and tank; built sinks in yard and run water pipes to same and around yard; dug new vault for dry earth closet and moved closet; furnished and put in new flag rope, built fence dividing school yard.

*West Vernon*—Built fence around entire property and painted same, changed auditory to a school room, overhauled lunch pavilions, built short partition fence between yards and put sink in each school yard; overhauled pumping plant,

repaired tank-house and roof of building, repaired plastering and blackboards pretty thoroughly.

*Vernon School*—Removed old sinks from inside of house, built a section of partition fence and put sinks on same for school use, repaired plastering and windmill, cleaned out tank and put in two flag ropes.

*High School*—Painted all tin work on roof, including valleys, decks, gutters, etc.; put wire screen on opening in rear towers, also on louvers of main towers to exclude pigeons, remodeled vacant room in basement for use of Sloyd Department, providing same with lumber-room and proper shelves and tool racks; put new extra urinal in basement, cut doorway from room 5 to cloak-room of room 4, converted room 5 into a ladies' toilet, providing same with lavatory, and provided and put in four front washbowls with proper flush tanks and apartment stalls; tore out stairs leading to fourth story and constructed large, broad stairway instead; put in five new front wash closet bowls in place of broken ones; repaired plastering all over building, overhauled a number of doors, varnished front entrance, changed plumbing in chemistry room, put in 14 new tables in chemistry and science rooms, also supply cupboards and mail boxes in principal's supply room; ran partition across ladies' waiting-room and changed slabs of drinking fountains in halls for porcelain basins.

Respectfully submitted,

C. H. AXTELL

*Superintendent Buildings and Janitors.*



EXTRACTS  
FROM THE  
STATE CONSTITUTION.

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ARTICLE IX.

EDUCATION.

SECTION 1. A general diffusion of knowledge and intelligence being essential to the preservation of the rights and liberties of the people, the Legislature shall encourage by all suitable means the promotion of intellectual, scientific, moral, and agricultural improvement.

SEC. 2. A Superintendent of Public Instruction shall, at each gubernatorial election after the adoption of this Constitution, be elected by the qualified electors of the State. He shall receive a salary equal to that of the Secretary of State, and shall enter upon the duties of his office on the first Monday after the first day of January next succeeding his election.

SEC. 3. A Superintendent of Schools for each county shall be elected by the qualified electors thereof at each gubernatorial election; *provided*, that the Legislature may authorize two or more counties to unite and elect one Superintendent for the counties so uniting.

SEC. 4. The proceeds of all lands that have been or may be granted by the United States to this State for the support of common schools, which may be, or may have been, sold or disposed of, and the five hundred thousand acres of land granted to the new States under an Act of Congress distributing the proceeds of the public lands among the several States of the Union, approved A. D. one thousand eight hundred and forty-one, and all estates of deceased persons who may have died without leaving a will or heir, and also such per cent. as may be granted, or may have been granted, by Congress on the sale of lands in this State, shall be and remain a perpetual fund, the interest of which, together with all the rents of the unsold lands, and

such other means as the Legislature may provide, shall be inviolably appropriated to the support of common schools throughout the State.

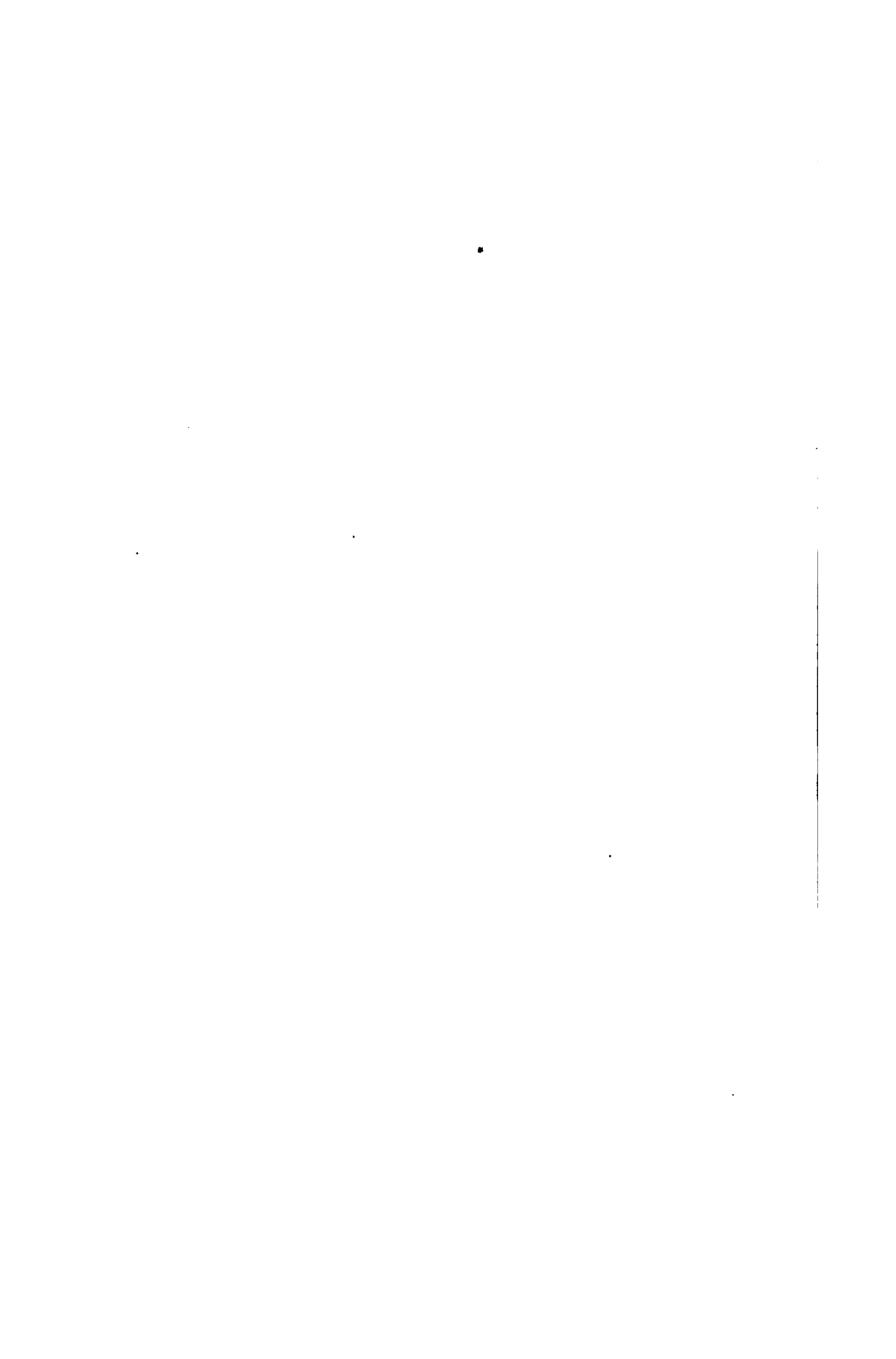
SEC. 5. The Legislature shall provide for a system of common schools, by which a free school shall be kept up and supported in each district at least six months in every year, after the first year in which a school has been established.

SEC. 6. The public school system shall include primary and grammar schools, and such high schools, evening schools, normal schools, and technical schools as may be established by the Legislature, or by municipal or district authority; but the entire revenue derived from the State School Fund, and the State school tax, shall be applied exclusively to the support of primary and grammar schools.

SEC. 7. The Governor, the Superintendent of Public Instruction, the President of the University of California, and the Professor of Pedagogy therein, and the Principals of the State Normal Schools shall constitute the State Board of Education, and shall compile, or cause to be compiled, and adopt a uniform series of text-books for use in the common schools throughout the State. The State Board may cause such text-books, when adopted, to be printed and published by the Superintendent of State Printing, at the State printing office, and, when so printed and published, to be distributed and sold at the cost price of printing, publishing, and distributing the same. The text-books so adopted shall continue in use not less than four years; and said State Board shall perform such other duties as may be prescribed by law. The Legislature shall provide for a Board of Education in each county in the State. The County Superintendents and the County Boards of Education shall have control of the examination of teachers and the granting of teachers' certificates within their respective jurisdictions. [*Amendment adopted November 6, 1894.*]

SEC. 8. No public money shall ever be appropriated for the support of any sectarian or denominational school, or any school not under the exclusive control of the officers of the public schools; nor shall any sectarian or denominational doctrine be taught, or instruction thereon be permitted, directly or indirectly, in any of the common schools of this State.

SEC. 9. The University of California shall constitute a public trust, and its organization and government shall be perpetually continued in the form and character prescribed by the Organic Act creating the same, passed March twenty-third, eighteen hundred and sixty-eight (and the several Acts amendatory thereof), subject only to such legislative control as may be necessary to insure compliance with the terms of its endowments and the proper investment and security of its funds. It shall be entirely independent of all political or sectarian







NINTH STREET SCHOOL.

influence, and kept free therefrom in the appointment of its Regents, and in the administration of its affairs; *provided*, that all the moneys derived from the sale of public lands donated to this State by Act of Congress, approved July second, eighteen hundred and sixty-two (and the several Acts amendatory thereof), shall be invested as provided by said Acts of Congress, and the interest of said moneys shall be inviolably appropriated to the endowment, support, and maintenance of at least one College of Agriculture, where the leading objects shall be (without excluding other scientific and classical studies, and including military tactics), to teach such branches of learning as are related to scientific and practical agriculture and the mechanic arts, in accordance with the requirements and conditions of said Acts of Congress; and the Legislature shall provide that if, through neglect, misappropriation, or any other contingency, any portion of the funds so set apart shall be diminished or lost, the State shall replace such portion so lost or misappropriated, so that the principal thereof shall remain forever undiminished. No person shall be debarred admission to any of the collegiate departments of the University on account of sex.



EXTRACTS  
FROM THE  
STATE SCHOOL LAW.

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1503. *First*—The Board of Trustees of each State Normal School, upon the recommendation of the faculty, may issue to those pupils who worthily complete the full course of study and training prescribed a diploma of graduation.

*Second*—Said diploma shall entitle the holder thereof to a grammar grade certificate from any City, City and County, or County Board of Education in the State.

*Third*—Whenever any City, City and County, or County Board of Education shall present to the State Board of Education a recommendation showing that the holder of a Normal School diploma has had a successful experience of two years in the public schools of this State subsequent to the granting of such diploma, the State Board of Education shall grant to the holder thereof a document, signed by the President and Secretary of the State Board showing such fact. The said diploma, accompanied by said document of the State Board attached thereto, shall become a permanent certification of qualification to teach in any primary or grammar school in the State, valid until such time as the said diploma may be revoked, as provided in subdivision thirteen of section fourteen hundred and eighty-nine of this code.

*Fourth*—Upon presentation of the diploma and document referred to in subdivision third of this section, to any City, City and County, or County Superintendent of Schools, said Superintendent shall record the name of the holder thereof in a book provided for the purpose in his office, and the holder thereof shall henceforth be absolved from the requirement of subdivision first of section sixteen hundred and ninety-six of this code.

*Fifth*—Said diploma of graduation from any Normal School in this State, when accompanied by a certificate, granted by the faculty of

State University, showing that the holder thereof, subsequent to receiving said diploma, has successfully completed the prescribed course of instruction in the pedagogical department of the State University, shall entitle the holder to a high school certificate, authorizing the holder to teach in any primary or grammar school, and in any high school in this state, except those in which the holder would be required to teach languages other than the English.

1521. The powers and the duties of the State Board of Education are as follows:

*First*—To adopt rules and regulations not inconsistent with the laws of this State, for its own government and for the government of the public schools and district school libraries.

*Second*—To grant educational diplomas of two grades, valid throughout the State for the period of six years, as follows:

1. High School, authorizing the holder to teach in any Primary or Grammar School, and in any High School in which said holder is not required to teach languages other than the English.

2. Grammar School; authorizing the holder to teach in any Primary or Grammar School.

*Third*—To grant life diplomas of two grades, valid throughout the State, as follows:

1. High School, authorizing the holder to teach in any Primary or Grammar School, and in any High School in which said holder is not required to teach languages other than the English.

2. Grammar School; authorizing the holder to teach in any Primary or Grammar School.

*Fourth*—Except as provided in section one thousand five hundred and three of this code, diplomas may be issued only to such persons as have held for one year, and who still hold a valid City, City and County, or County certificate corresponding in grade to the grade of the diploma applied for, and who shall furnish satisfactory evidence of having had a successful experience in teaching of at least five years, when applying for an educational diploma, and of at least ten years when applying for a life diploma. Every application must be accompanied to the State Board of Education by a certified copy of a resolution adopted by at least a four-fifths vote of all the members composing a City or County Board of Education, recommending that the diploma be granted, and also by an affidavit of the applicant specifically setting forth the places in which and the dates between which said applicant has taught, and that said applicant has taught a part of each year for five or ten calendar years, respectively. The five or ten years need not be consecutive years, but the aggregate experience

must be at least thirty-five months for an educational, and seventy months for a life diploma, and in either case the applicant must have had twenty-one months' experience in the public schools of California. The application must also be accompanied by a fee of two dollars, for the purpose of defraying the expense of issuing the diploma.

*Fifth*—To revoke or suspend for immoral or unprofessional conduct, or for evident unfitness for teaching; life diplomas or educational diplomas heretofore issued, or that may hereafter be issued, and to adopt such rules for the revocation of diplomas as they may deem expedient or necessary.

1533. He—the State Superintendent—shall have power to call biennially a convention of the County and City Superintendents, to assemble at such time and place as he shall deem most convenient, for the discussion of questions pertaining to the supervision and administration of the public schools, the laws relating thereto, and such other subjects affecting the welfare and interest of the public schools as shall properly be brought before it. It is hereby made the duty of all County and City Superintendents to attend and take part in the proceedings of such convention when it is called. The actual expenses of the County Superintendents attending the convention shall be allowed by the Board of Supervisors and paid out of the same fund as the salary of the County Superintendents is paid; the actual expenses of the City Superintendents attending the convention shall be allowed and paid out of the same fund as the salary of such City Superintendents is paid.

1543. It is the duty of the County Superintendent of each county:

*First*—To superintend the schools of his county.

*Second*—To apportion the school moneys to each school district, as provided in section one thousand eight hundred and fifty-eight of this code, at least four times a year. For this purpose he may require of the County Auditor a report of the amount of all school moneys on hand to the credit of the several school funds of the county not already apportioned; and it is hereby made the duty of the Auditor to furnish such report when so required, and whenever an excess of money has accumulated to the credit of a school district by reason of a large census roll and a small attendance, beyond a reasonable amount necessary to maintain a school for eight months in such district for the year, the Superintendent of Schools shall place said excess of money to the credit of the unapportioned school funds of the county, and shall apportion the same as other school funds are apportioned.

*Third*—On the order of the Board of School Trustees or Board of Education of any city or town having a Board of Education, to draw his—the County Superintendent's—requisition upon the County Aud-

itor for all necessary expenses against the School Fund of any district. The requisitions must be drawn in the order in which the orders therefor are filed in his office. Each requisition must specify the purpose for which it is drawn; but no requisition shall be drawn unless the money is in the fund to pay it, and no requisition shall be drawn upon the order of the Board of School Trustees or Board of Education against the funds of any district, except for teachers' salaries, unless such order is accompanied by an itemized bill showing the separate items and the price of each, in payment for which the order is drawn, nor shall any requisition for teachers' salaries be drawn unless the order shall state the monthly salary of the teacher, and name the months for which such salary is due. Upon the receipt of such requisition, the Auditor shall draw his warrant upon the County Treasurer in favor of the parties for the amount stated in such requisition.

*Seventh*—He shall have the power to issue, if he deem it proper to do so, temporary certificates, valid until the next semi-annual meeting of the County Board of Education, to persons holding certificates of like grade granted in other counties, cities, or cities and counties, or upon any certificates or diplomas upon which County Boards are empowered to grant certificates without examination, as specified in section seventeen hundred and seventy-five; *provided*, that no person shall be entitled to receive such temporary certificate more than once in the same County.

1560. The Superintendent of every county in which there are twenty or more school districts, and of every city and county in the State, must hold at least one teachers' institute in each year; and every teacher employed in a public school in the county must attend such institute, and participate in its proceedings; *provided*, that cities employing seventy or more teachers may have a separate institute, to meet at least once a year, the sessions to be of not less than three, nor more than five days; and *provided further*, that teachers attending such city institute shall not be required to attend the county institute. The expenses of such city institutes, not exceeding two hundred dollars annually, shall be paid from the special School Funds of said city.

1565. Except for a temporary certificate, and except as provided in subdivision second of section one thousand five hundred and three of the political code, every applicant for a teacher's certificate, or for the renewal of a certificate, upon presenting his application, shall pay to the County Superintendent a fee of two dollars, to be by him immediately deposited with the County Treasurer, to the credit of a fund to be known as the Teachers' Institute and Library Fund. All funds so credited shall be drawn out only upon the requisition of the County Superintendent of Schools upon the County Auditor, who shall draw his warrant in payment of the service of instructors in the County Teachers' Institute; *provided*, they be not teachers in the public

schools of the county in which such institute is held, and for the purchase of books for a library for the use of the teachers of the county. At least fifty per cent. of the teachers' institute and library fund shall be expended for books. The County Superintendent shall take charge of the teachers' library, prepare a catalogue of its contents, and keep a correct record of books taken therefrom and returned thereto.

1617. The power and duties of Trustees of School Districts and of Boards of Education in Cities, are as follows:

*First*—To prescribe and enforce rules, not inconsistent with law or those prescribed by the State Board of Education, for their own government and government of schools, and to transact their business at regular or special meetings called for such purpose, notice of which shall be given each member.

*Second*—To manage and control the school property within their districts, and to pay all moneys collected by them, from any source whatever, for school purposes, into the county treasury, to be placed to the credit of the special fund of their districts.

*Third*—To purchase text-books of the state series for the use of pupils whose parents are unable to purchase them, school furniture, including organs and pianos and apparatus, and such other things as may be necessary for the use of schools; *provided*, that except in incorporated cities having Boards of Education, they purchase such books and apparatus only as have been adopted by the County Board of Education.

*Fourth*—To rent, furnish, repair and insure the school property of their respective districts.

*Fifth*—When directed by a vote of their district, to build school houses or to purchase or sell school lots.

*Sixth*—To make, in the name of the district, conveyances on all property belonging to the district and sold by them.

*Seventh*—To employ the teachers, and excepting in incorporated cities having Boards of Education, immediately notify the Superintendent of Schools in writing of such employment; naming the grade of certificate held by the teachers employed; also to employ janitors and other employes of the schools; to fix and order paid their compensation, unless the same be otherwise prescribed by law; *provided*, that no Board of Trustees shall enter into any contract with such employes to extend beyond the thirteenth day of June next ensuing.

*Eighth*—To suspend and expel pupils for misconduct.

*Ninth*—To exclude from schools children under six years of age; *provided*, that in cities and towns in which the kindergarten has been adopted or may hereafter be adopted, as a part of the public primary

schools, children may be admitted to such kindergarten classes at the age of four years.

*Tenth*—To enforce in schools the course of study and the use of text books prescribed and adopted by the proper authority.

*Eleventh*—To appoint district librarians, and enforce the rules prescribed for the government of district libraries.

*Twelfth*—To exclude from schools and school libraries all books, publications or papers of a sectarian, partisan or denominational character.

*Thirteenth*—To furnish books for the children of parents unable to purchase them; the books so furnished to belong to the school district, and to be kept in the district school library when not in use.

*Fourteenth*—To keep a register, open to the inspection of the public, of all children applying for admission and entitled to be admitted into the public schools, and to notify the parents or guardians of such children when vacancies occur, and to receive such children into the schools in the order in which they are registered.

*Fifteenth*—To permit children from other districts to attend the schools of their district only upon the consent of the trustees of the district in which such children reside; *provided*, that should the trustees of the district in which children, whose parents or guardians desire them to attend in other districts, reside, refuse to grant their consent, the parents or guardians of such children may appeal to the County Superintendent, and his decision shall be final.

*Sixteenth*—On or before the first day of April in each year to appoint a School Census Marshal, and notify the Superintendent of Schools thereof; *provided*, that in any city, or city and county, the appointment of all school census marshals shall be subject to the approval of the City Superintendent of Schools.

*Seventeenth*—To make an annual report, on or before the first day of July, to the Superintendent of Schools, in the manner and form, and on the blanks prescribed by the Superintendent of Public Instruction.

*Eighteenth*—To make a report, whenever required, directly to the Superintendent of Public Instruction of the text-books used in their schools.

*Nineteenth*—To visit every school in their district at least once in each term, and examine carefully into its management, condition and wants. This clause to apply to each and every member of the Board of Trustees.

1619. *First*—The Boards of School Trustees and City Boards of Education must maintain all the schools established by them for an



equal time during the year, and as far as practicable, with equal rights and privileges.

1620. Writing and drawing paper, pens, ink, blackboards, black-board rubbers, crayons, and lead and slate pencils, and other necessary supplies for the use of the schools, must be furnished under the direction of the City Boards of Education and Boards of School Trustees, and charges therefor must be audited and paid as other claims against the county school fund of their districts are audited and paid.

1621. The Boards of School Trustees and City Boards of Education must use the school moneys received from the State and county apportionments exclusively for the support of schools for that school year, until at least an eight months' school has been maintained. If at the end of any year during which an eight months' school has been maintained, there is an unexpended balance, it may be used for the payment of claims against the district outstanding, or it may be used for the year succeeding. Any balance remaining on hand at the end of any school year in which school has not been maintained eight months shall be reapportioned by the Superintendent of Schools as other moneys are apportioned; *provided*, that if a district has been prevented from maintaining a school for eight months in any year in consequence of fire, flood, prevailing epidemic, or other cause which may upon investigation by the Superintendent of the County be determined to be a good and sufficient one, said balance shall not be reapportioned.

1634. It is the duty of the Census Marshal:

*First*—To take annually, between the fifteenth and thirtieth days of April, inclusive, a census of children, including the children of Indian parents who pay taxes or who are not living in the tribal relation, under seventeen years of age, who were residents of his district on said fifteenth day of April.

*Second*—To report the results of his labors to the Superintendent of Schools (or the Board of Education, in cities), on or before the tenth day of May of each year.

*Third*—He shall visit each habitation, home, residence, domicile or place of abode in his district, and by actual observation and interrogation enumerate the census children of the same.

*Fourth*—Before entering into the discharge of his duties as such, the Census Marshal must qualify and file his oath of office with the Superintendent of Schools.

1636. His report must be made under oath, upon blanks furnished by the Superintendent of Public Instruction, and must show:

*First*—The number, age, sex, color and nationality of the children listed.

*Second*—The names of the parents and guardians of said children arranged alphabetically, except in cities of the first class. In all cities the number and street of residence must be given.

*Third*—Such other facts as the Superintendent of Public Instruction may designate.

*Fourth*—The Census Marshals have the power to administer oaths to parents and guardians.

*Fifth*—If at any time the Superintendent of Schools has reason to believe that a correct census of the district has not been taken he must have it corrected, and, if necessary for the purpose, he may appoint a Census Marshal and have the census of the district retaken. Should the Board of Education or Board of School Trustees of said city or district refuse to issue an order for the compensation of said Marshal for his services the Superintendent is hereby authorized to issue his requisition therefor against the county fund of such city or district without such order.

1637. He must include in his report all children who are absent attending institutions of learning, and whose parents or guardians are residents of the district; he must also include as census children the children of Indian parents who pay taxes and of Indian parents who are not living in the tribal relation; he must also include all orphan children absent from the district, in orphan asylums, whose guardians reside in the district, and every half orphan absent in asylums whose surviving parent or guardian resides in the district; he must also include all native-born Chinese children.

1638. He must not include in his report children who are attending institutions of learning or such benevolent institutions as deaf and dumb, blind, and orphan asylums in his district whose parents or guardians do not reside therein.

1639. The compensation of Census Marshal must be audited and paid as other claims upon the school fund of the district are audited and paid; *provided*, such compensation shall not exceed six dollars per day for time actually and necessarily employed; *and provided further*, that in no case shall the compensation be computed at a per capita sum; nor shall any order for such compensation be drawn by the Trustees of any district, or by any Board of Education, until they shall have been notified by the Superintendent that the report of the Census Marshal has been approved by him. In case the report should not be approved by the Superintendent the Census Marshal shall not be entitled to receive any compensation.

1662. Every school, unless otherwise provided by law, must be open for the admission of all children between six and twenty-one years of age residing in the district, and the Board of School Trustees

or City Board of Education have power to admit adults and children not residing in the district, whenever good reasons exist therefor. Trustees shall have the power to exclude children of filthy or vicious habits or children suffering from contagious or infectious diseases, and also to establish separate schools for Indian children and for children of Mongolian or Chinese descent. When such separate schools are established, Indian, Chinese or Mongolian children must not be admitted into any other school; *provided*, that in cities and towns in which the kindergarten has been adopted, or may hereafter be adopted, as part of the public primary schools, children may be admitted to such kindergarten classes at the age of four years.

1663. All schools, unless otherwise provided by law, must be divided into primary and grammar grades.

1664. All schools must be taught in the English language.

1665. Instruction must be given in the following branches, in the several grades in which each may be required, viz: Reading, writing, orthography, arithmetic, geography, grammar, history of the United States, elements of physiology and hygiene, with special instructions as to the nature of alcoholic drinks and narcotics and their effects upon the human system, vocal music, elementary book-keeping, industrial drawing and civil government; *provided*, that instruction in physiology, and hygiene, elementary bookkeeping and civil government may be oral, no text-books in these subjects being required to be purchased by the pupils: *provided further*, that the Board of Education of any county may in districts having less than one hundred census children, confine the pupils to the studies of reading, orthography, arithmetic, grammar, geography, history, penmanship and elementary bookkeeping, until they have a practical knowledge of these subjects.

1666. Other studies may be authorized by the Board of Education of any county, city, or city and county, but no such studies shall be pursued to the neglect or exclusion of the studies in the preceding section specified.

1667. Instruction must be given in all grades of school and in all classes during the entire school course in manners and morals upon the nature of alcoholic drinks and narcotics and their effects upon the human system.

1668. Attention must be given to such physical exercises for the pupils as may be conducive to health and vigor of body, as well as mind, and to the ventilation and temperature of school rooms.

1673. No school must be continued in session more than six hours a day, and no pupil under eight years of age must be kept in school more than four hours per day. Any violation of the provi-

sions of this section must be treated in the same manner as the violation of the provisions of the preceding sections.

1696. Every teacher in the public schools must:

*First*—Before assuming charge of a school, file his or her certificate with the Superintendent of Schools; *provided*, that when any teacher so employed is the holder of a California State Normal School diploma, accompanied by the certificate of the State Board of Education, as provided in subdivision third, of section one thousand five hundred and three, of the political code, an educational or life diploma of California, upon presentation thereof to the Superintendent he shall record the name of said holder in a book provided for that purpose in his office, and the holder of such diploma shall thereupon be absolved from the provisions of this subdivision.

*Second*—Before taking charge of a school, and one week before closing a term of school, notify the County Superintendent of such fact, naming the day of opening or closing. Boards of Education and Boards of School Trustees must in every case give to the teacher a notice of at least two weeks of their intention to close the term of school under their charge. No Superintendent shall draw any requisition for the last month's salary of any teacher until said teacher has filed with him the notice required by this subdivision.

*Third*—Enforce the course of study, the use of the legally authorized text-books, and the rules and regulations prescribed for schools.

*Fourth*—Hold pupils to a strict account for their conduct on the way to and from school, on the playground or during recess; suspend, for good cause, any pupil from the school, and report such suspension to the Board of School Trustees or City Board of Education for review. If such action is not sustained by them, the teacher may appeal to the County Superintendent, whose decision shall be final.

*Fifth*—Keep a State school register, in which shall be left at the close of the term, a report showing programme of recitations, classification, and grading of all pupils who have attended school at any time during the school year. The Superintendent shall in no case draw a requisition in favor of the teacher, until the teacher has filed with him a certificate from the Clerk of the Board of School Trustees to the effect that the provisions of this subdivision have been complied with.

*Sixth*—Make an annual report to the County Superintendent at the time and in the manner and on the blanks prescribed by the Superintendent of Public Instruction. Any teacher who shall end any school term before the close of the school year, shall make a report to the County Superintendent immediately after the close of such term; and any teacher who may be teaching any school at the

end of the school year, shall in his or her annual report, include all statistics for the entire school year, notwithstanding any previous report for a part of the year. The Superintendent of Schools shall in no case draw a requisition for the salary of any teacher for the last month of the school term until the report required by this subdivision has been filed, and by him approved.

*Seventh*—Make such other reports as may be required by the Superintendent of Public Instruction, County Superintendent, Board of School Trustees, or City Board of Education.

1697. A school month is construed and taken to be twenty school days, or four weeks of five school days each.

1698. In case of the dismissal of any teacher before the expiration of any oral or written contract entered into between such teacher and Board of Trustees, for alleged unfitness or incompetence, or violation of rules, the teacher may appeal to the School Superintendent; and if the Superintendent decides that the removal was made without good cause, the teacher so removed must be reinstated and shall be entitled to compensation for the time lost during the pending of the appeal.

1699. *First*—Any teacher whose salary is withheld may appeal to the Superintendent of Public Instruction, who shall thereupon require the Superintendent of Schools to investigate the matter and present the facts thereof to him, the judgment of the Superintendent of Public Instruction shall be final; and upon receiving it the Superintendent of Schools, if the judgment is in favor of the teacher, shall, in case the Trustees refuse to issue an order for said withheld salary, issue his requisition in favor of said teacher.

*Second*—Should any teacher employed by a Board of School Trustees for a specified time, leave the school before the expiration of such time, without the consent of the Trustees, in writing, said teacher shall be deemed guilty of unprofessional conduct, and the Board of Education of the County are authorized, upon receiving notice of such fact, to suspend the certificate of such teacher for the period of one year. Should said teacher be the holder of an Educational or Life Diploma, the Superintendent of Schools shall report the delinquency of the teacher to the State Board of Education, who are thereupon authorized to suspend said diploma for the period of one year.

1700. No warrant must be drawn in favor of any teacher unless the officer whose duty it is to draw such warrant is satisfied that the teacher has faithfully performed all the duties prescribed in section one thousand six hundred and ninety-six.

1701. No requisition for a warrant shall be drawn in favor of any teacher, unless such teacher is the holder of a proper certificate, in

force for the full time for which the requisition is drawn, nor unless he was employed by the Board of Trustees, or City Board of Education, or by the Superintendent of Schools, as provided in section one thousand five hundred and forty-five.

1702. It shall be the duty of all teachers to endeavor to impress upon the minds of the pupils the principles of morality, truth, justice and patriotism, to teach them to avoid idleness, profanity and falsehood; to instruct them in the principles of a free government, and to train them up to a true comprehension of the rights, duties and dignity of American citizenship.

1704. No person is eligible to teach in any public school in this State, or to receive a certificate to teach, who has not attained the age of eighteen years.

1817. The County Superintendent of each County having a population of less than two hundred thousand inhabitants must, on or before the first regular meeting of the Board of Supervisors, in September in each year, furnish the Supervisors and the Auditor, respectively, an estimate in writing, of the minimum amount of county school fund needed for the ensuing year. The amount he must compute as follows:

*First*—He must ascertain, in the manner provided for in subdivisions one and two of sections eighteen hundred and fifty-eight, the total number of teachers in the county.

*Second*—He must calculate the amount required to be raised at five hundred dollars per teacher. From this amount he must deduct the total amount of State apportionments, and the remainder shall be the minimum amount of county school fund needed for the ensuing year; *provided*, that if this amount is less than sufficient to raise a sum equal to six dollars for each census child in the county, then the minimum amount shall be such a sum as will be equal to six dollars for each census child in the county.

1858. All State school moneys apportioned by the Superintendent of Public Instruction must be apportioned to the several counties in proportion to the number of school census children, as shown by the returns of the School Census Marshal of the preceding school year; *provided*, that Indian children whose parents are on government reservations, or are living in the tribal relation, and Mongolian children not native born, shall not be included in the apportionment list. The School Superintendent in each County must apportion all State and county school moneys as follows:

*First*—He must ascertain the number of teachers each district is entitled to by calculating one teacher for every seventy school census children, or fraction thereof, not less than twenty school census chil-

dren, as shown by the next preceding school census; *provided*, that all children in any asylum, and not attending the public schools, of whom the authorities of said asylum are the guardians, shall not be included in making the estimate of the number of teachers to which the district in which the asylum is located is entitled.

*Second*—He must ascertain the total number of teachers for the county by adding together the number of teachers assigned to the several districts.

*Third*—Five hundred dollars shall be apportioned to each district for every teacher assigned to it; *provided*, that no district having ten and less than twenty school census children, shall be apportioned four hundred dollars; *provided further*, that to districts having over seventy school census children and a fraction of less than twenty, there shall be apportioned twenty dollars for each census child in said fraction.

*Fourth*—All school money remaining on hand after apportioning to the districts the money provided for in subdivision three of this section, must be apportioned to the several districts in proportion to the average daily attendance in each district during the preceding school year. Census children, whenever mentioned in this chapter, shall be construed to mean those between the ages of five and seventeen years.

*Fifth*—Whenever in any school year, prior to the receipt by the counties, cities, or cities and counties of this State, of their State, county, or city school fund, the school districts or cities shall not have sufficient money to their credit to pay the lawful demands against them, the county, city, or city and county Superintendent shall give the Treasurer of said county, city, or city and county, an estimate of the amount of school money that will next be paid into the county, city, or city and county treasury, stating the amount to be apportioned to each district. Upon the receipt of such estimate, it shall be the duty of the Treasurer of said county, city, or city and county, to transfer from any fund not immediately needed to pay claims against it, to the proper school fund, an amount not to exceed ninety per cent. of the amount estimated by the Superintendent, and he shall immediately notify the Superintendent of the amount so transferred. The funds so transferred to the school fund shall be re-transferred by the Treasurer to the fund from which they were taken, from the first money paid into the school fund after the transfer.

1861. The State School Fund must be used for no other purpose than the payment of the salaries of Primary and Grammar schools.

1867. Any parent, guardian, or other person who shall insult or abuse any teacher in the presence of the school shall be guilty of a

misdemeanor, and be liable to a fine of not less than ten nor exceeding one hundred dollars. (See also Penal Code 654.)

1868. Any person who shall willfully disturb any public school or any public school meeting, shall be guilty of a misdemeanor, and liable to a fine of not less than ten nor more than one hundred dollars.

1870. No officer named in this title, or teacher in any public school held under the provisions of this title, must act as agent for any author, publisher, bookseller, or other person, to introduce any book, apparatus, furniture, or any other article whatever, in the common schools of this State, or any one or more of them, or directly or indirectly contract for, or receive any gift or reward for so introducing or recommending the same; and any officer so acting or receiving must be deemed guilty of a misdemeanor, and on conviction, be punished by fine or imprisonment, and be removed from office.

1873. Every officer including Secretaries and Assistant Secretaries of Boards of Education, charged with the performance of duties under the provisions of this chapter, may administer and certify oaths relating to officers or official matters concerning public schools.

1874. In the adoption of text-books, all County, City, and City and County Boards of Education shall be governed by the following rules:

*First*—Any books hereafter adopted as a part of uniform series of text-books must be continued in use for not less than four years.

*Second*—No change of text-books must be made at any other time than in the months of May or June of the year in which the change is made, and no changes shall be made to take effect till the beginning of the school term commencing after the thirteenth day of June of that year.

*Third*—At least sixty days' notice of any proposed change in text-books must be given by publication in a newspaper of general circulation published in the county, if there be one, in which such change is to be made. If there be no newspaper published in the county, then such publication shall be made in any newspaper having a general circulation in the county. A copy of the newspaper containing such publication, with such notice marked, must, immediately after the first publication thereof, be by the Secretary of the Board transmitted to the State Board of Education, and the same, when received, must be filed by the Secretary of said State Board. Said notice shall state what text-books it is proposed to change; that sealed bids or proposals will be received by the Board for furnishing books to replace them; the place where and the day and hour when all bids or proposals will be opened, and that the Board reserves the right to reject any and all bids or proposals. Said notice shall be



published in such newspaper as often as the same shall be issued after the first publication thereof; *provided*, that in the year eighteen hundred and eighty only fifteen days' notice need be given.

*Fourth*—At the time and place specified in said notice the Board shall meet and publicly open and read all of the bids or proposals which have been received by them, and shall make their awards thereon within ten days thereafter.

*Fifth*—Said bids or proposals must be accompanied by sample copies of the books proposed to be furnished, together with a statement of the wholesale and retail price at which the publisher agrees to furnish each book within the county, or at San Francisco, during the full time for which said books are to be adopted.

*Sixth*—If no satisfactory bids or proposals are received, then the books already in use may continue in use until changed, as herein provided.

*Seventh*—The publisher or publishers whose proposals shall be accepted, must enter into a written contract with the Board of Education making the award, and shall give a good and sufficient bond in a reasonable sum, to be fixed by the Board of Education, for the faithful performance thereof. Publishers of books already in use may bid under the provisions of this section as well as others, and such bids, if satisfactory, may be accepted by the Board.

1875. If any city or district refuse or neglect to use the books that may be prescribed, or use any other text-books in any of the prescribed studies, the Superintendent of Public Instruction must withhold from such city, town or district, twenty-five per cent. of all State school moneys to which it may be entitled, until it comply; and any moneys so withheld must be apportioned by the Superintendent at the next annual apportionment, in the same manner as other school moneys in the treasury.

1876. No School Trustee or member of any Board of Education must be interested in any contract made by the Board of which he is a member, and any contract made in violation of this provision is void.

1878. The school year begins on the first day of July and ends on the last day of June.

1879. The offering of any valuable thing to any member of the Board of Education or Board of School Trustees, with the intent thereby to influence his action in regard to the granting of any teacher's certificate, the appointment of any teacher, Superintendent, or other officer or employé, the adoption of any text-book, or the making of any contract to which the Board of Education of which he is a member shall be a party, or the acceptance by any member of a Board of Education or Board of School Trustees of any valuable





NEW MACY STREET SCHOOL

thing, with corrupt intent, shall be a misdemeanor punishable as by law; *provided*, any person may be compelled to testify in any lawful investigation or judicial proceeding against any person who may be charged with any offense described in this section. Any contract or appointment obtained from a Board of Education or Board of School Trustees by corrupt means shall be void.

52. (Political Code). Every person has, in law, a residence. In determining the place of residence, the following rules are to be observed.

1. It is the place where one remains when not called elsewhere for labor or other temporary purpose, and to which he returns in seasons of repose.
2. There can only be one residence.
3. A residence cannot be lost until another is gained.
4. The residence of the father during his life, and after his death the residence of the mother while she remains unmarried, is the residence of the unmarried minor child.

58. (Political Code). Every elector is eligible to the office for which he is an elector, except when otherwise especially provided; and no person is eligible who is not such an elector.



EXTRACTS  
FROM THE  
CITY CHARTER

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ARTICLE VII.

EDUCATIONAL DEPARTMENT.

SECTION 69. The government of the School Department of the city shall be vested in a Board of Education, to consist of *nine persons*, to be elected as herein provided, to be called members of the Board of Education, who shall serve without salary.

SEC. 70. The Board of Education shall elect one of their number President, and shall hold regular meetings at least once in each month, and special meetings at such times as shall be determined by a rule of said Board. A majority of all the members shall constitute a quorum for the transaction of business, but a smaller number may adjourn from time to time. The Board may determine the rules of its proceedings. Its sessions shall be public, and its records shall be open to public inspection. The Board shall fill all vacancies occurring in that body until the next general municipal election.

SEC. 71. The Board of Education succeeds to all the property, rights and obligations of the Board of Education of the City of Los Angeles heretofore existing, and it shall have sole power:

1. To establish and maintain public schools, including High Schools, to change, consolidate and discontinue the same, and to establish school districts, and to fix and alter the boundaries thereof.

2. To appoint or employ, or to dismiss the City School Superintendent, a Deputy Superintendent, a Clerk and such Teachers, Janitors and School Census Marshals, Mechanics, Laborers and other employes as may be necessary to carry into effect the powers and duties of the Board; to fix, alter and allow their salaries or wages, and

to withhold, for good and sufficient cause, the whole or any part of the salary or wages of any person or persons employed as aforesaid.

3. To make, establish and enforce all necessary and proper rules and regulations for the government of public schools, the teachers thereof, pupils therein, and for carrying into effect the laws relating to education; also to establish and regulate the grades of schools, and determine what text-books, course of study and mode of instruction shall be used in said schools.

4. To provide for the School Department fuel and lights, water, blanks, blank-books, printing and stationery, and to incur such other incidental expenses as may be deemed necessary by said Board.

5. To build, alter, repair, rent and provide school houses, and to furnish them with proper school furniture, apparatus and appliances, and to insure against fire any and all such school property.

6. To take and hold in fee, or otherwise, in trust for the city, any and all real estate and personal property that may have been acquired, or may hereafter be acquired, for the use and benefit of the public schools of the city, and to sell or exchange and to lease any of such property; provided, that the proceeds of any such sale or exchange shall be exclusively applied to the purchase of other lots or the erection of school houses.

7. To grade, fence and improve all school lots, and in front thereof to grade, sewer or pave, and repair the streets, and to construct and repair sidewalks.

8. To sue for any or all property belonging to or claimed by the said Board of Education, and to prosecute and defend all actions at law or in equity, necessary to recover and maintain the full enjoyment and possession of said property, and to require the services of the City Attorney free of charge in all such cases.

9. To determine annually the amount of money required for the support of the public schools, and for carrying into effect all the provisions of law in reference thereto; and in pursuance of this provision the Board shall, on or before the fifteenth day of July each year, submit in writing to the City Council a careful estimate of the whole amount of money to be received from the State and County and the amount required from the City for the above purposes, and the City Council shall in each year fix the percentage of taxes to be levied and collected for school purposes, provided that the amount to be thus levied for school purposes shall not exceed twenty cents on each one hundred dollars valuation upon the assessment roll, and that when collected it shall be paid into the School Fund.

10. To establish regulations for the just and equitable disbursement of all moneys belonging to the School Fund.

11. To examine and approve, in whole or in part, in the manner provided in section 212, every demand payable out of the School Fund, or to reject any such demand for good cause.

12. To discharge all legal incumbrances now existing, or which may hereafter exist, upon any school property.

13. To prohibit any child under six years of age from attending the public schools.

14. In its discretion to establish kindergarten schools for the instruction of children between the ages of five and six years, an industrial or manual training schools or departments.

15. To receive and manage property or money acquired by bequest or donation in trust for the benefit of any school, educational purpose or school property.

16. And generally to do and perform such other acts as may be necessary and proper to carry into force and effect the powers conferred on said Board, and to increase the efficiency of the public school in said city.

SEC. 72. All contracts for building shall be given to the lowest bidder therefor, offering adequate security, to be determined by the Board after due public notice, published for not less than ten days in the official newspaper of the city. It shall be the duty of the Board to furnish all necessary supplies for the public schools. All supplies, books, stationery, fuel, printing goods, material, merchandise, repairing and every other article or thing supplied to or done for the public schools, or any of them, when the expenditure to be incurred on account of such matter may exceed five hundred dollars, shall be done or furnished by contract, let to the lowest bidder after like public advertisement; provided, that the Board of Education may reject any and all bids under this section.

SEC. 73. Any member of the Board of Education, officer, or other person officially connected with the School Department or drawing a salary from the Board of Education, who, while connected or drawing such salary, upon investigation by the Board of Education, shall be found to be interested either directly or indirectly in, or to have gained any advantages or benefits from any contract, payments under which have been or are to be made in whole or in part from moneys derived from the School Fund, or raised by taxation or otherwise, for the support of the public schools, shall forfeit his office, and the Board of Education shall thereupon declare such office vacant.

SEC. 74. The Board of Education shall, before the 30th day of June of each year, fix a schedule of salaries for teachers and employes of the School Department, to take effect on the 1st day of July following, and to remain in force during one year.

## SCHOOL SUPERINTENDENT.

SEC. 75. The Superintendent, with the approval of the Board of Education, may, for good and sufficient cause, provisionally suspend any teacher employed in the public schools of the city until the next meeting of the Board of Education. It shall be the duty of the Superintendent to report to the Board of Education annually and at such other times as it may require, all matters pertaining to the expenditure, income and condition of progress of the public schools of said city during preceding year, with such recommendation as he may deem proper; to visit each school at least once a month; to observe, and cause to be observed, such general rules for the regulation, government and instruction of the schools as may be established by the Board; to recommend to the Board the dismissal of teachers, stating the reasons therefor; to attend all sessions of the Board, and inform it at each session of the condition of the public schools, school houses, School Fund and other matters connected therewith, and recommend such measures as he may deem necessary for the advancement of education in the city; and acquaint himself with all the laws, rules and regulations governing the public schools in said city, and the judicial decisions thereon, and give advice connected with public schools, gratuitously, to officers, teachers, pupils, parents and guardians.

## SCHOOL FUND.

SEC. 76. The School Fund shall consist of all moneys received from the State School Fund and County School Fund, and all moneys arising from taxes which shall be levied annually by the City Council of the city for school purposes; of all moneys arising from the sale, rent, or exchange of any of the school property, and of such other moneys as may, from any source whatever, be paid into any School Fund. The School Fund shall be separate and distinct from all other moneys, and shall only be used for school purposes under the provisions of this charter. If, at the end of any fiscal year, any surplus remains in the School Fund, such surplus money shall be carried forward to the School Fund for the next fiscal year, and shall not be, for any purpose whatever, diverted or withdrawn from said fund, except under the provisions of this charter.

SEC. 77. The said School Fund shall be used and applied by said Board of Education for the following purposes, to wit:

1. For the payment of the salaries or wages of the Superintendent, Deputy Superintendent, Clerk, Teachers, Janitors, School Census Marshals, and other persons who may be employed by said Board.
2. For the erection, alteration, repairs, rent and furnishing of school houses.



3. For the purchase money or rent of any real or personal property purchased or leased by said Board.

4. For the insurance of all school property.

5. For the discharge of all legal incumbrances on any school property.

6. For lighting the school rooms and the offices and rooms of the Superintendent and Board of Education.

7. For supplying the schools with fuel, water, apparatus, blanks, blank books and necessary school appliances, together with books for indigent children.

8. For supplying books, printing and stationery for the use of the Superintendent and Board of Education, and for the incidental expenses of the Department.

9. For grading and improving all school lots, and for grading, sewerage, planking or paving and repairing streets, and constructing and repairing sidewalks in front thereof.

SEC. 78. All demands authorized by this article shall be paid by the City Treasurer from the School Fund provided that the said Board shall not have the power to contract any debts or liabilities, in any form whatsoever, against said city, in contravention of this article, or exceeding in any year the income and revenue provided for the School Fund for such year; but this provision shall not be construed to prevent the incurring of indebtedness for permanent improvements to be liquidated by the proceeds of municipal bonds issued by the city of Los Angeles in accordance with the general laws of the State for the purpose of defraying the cost of such permanent improvement.

SEC. 79. It shall be the duty of the Auditor of the County of Los Angeles, upon the first Monday of each month, and at such other times as he may deem proper, to certify in duplicate to the Superintendent of Schools of such County the amount of school moneys at the time in the County Treasury, and the amount received during the previous month. The County Superintendent shall, upon the receipt of such certificates, indorse upon one of them the amount of such moneys to which the public schools of the city are entitled. The certificates so indorsed shall be at once returned to said Auditor, who shall direct upon the same the County Treasurer to pay the sum designated upon such certificate to the Treasurer of the city for the use of the School Fund thereof.

SEC. 80. The Treasurer of said County shall thereupon pay to the Treasurer of said city the sum directed by the Auditor as above provided; and when said moneys are placed in the City School Fund,

they shall be used in precisely the same manner as moneys raised by city school taxes in the city; provided, that the entire revenue derived by the city from the State School Fund and the State School Tax Fund shall be applied by said Board of Education exclusively to the support of primary and grammar schools.

### ARTICLE XIII.

#### INFECTIOUS DISEASES.

SEC. 128. The Health Officer shall report to the Superintendent of Public Schools the name and residence of every person sick of typhus or yellow fever, Asiatic cholera, small pox, leprosy, diphtheria or scarlet fever, he may deem dangerous to the public health; and it shall be the duty of the Superintendent of Public Schools when so notified of the residence of any person sick of any of the diseases enumerated, to refuse admittance to the public schools to any member of a family, one or more of whose inmates are sick of any of the aforesaid diseases; provided, that the parties excluded shall be re-admitted upon presenting a certificate from the Health Officer that there is no longer any danger from contagion.

### ARTICLE XXI.

#### CLAIMS AND DEMANDS.

SEC. 212. All demands payable out of the School Fund must, before they can be approved by the City Auditor, or paid, be previously approved by the Board of Education, by a vote of six members thereof taken with the ayes and noes and spread on the minutes, and the action of said Board indorsed on said demand and signed by the presiding officer and Clerk thereof. After the approval of said demands they shall be delivered to the City Auditor, who shall have the same powers and perform the same duties in reference to demands payable out of the School Fund as is provided for in other demands; provided, that in case the City Auditor shall reject any such demand, or if in his opinion said demand should be paid only in part, he shall return the same to the Board of Education instead of the Council.

SEC. 214. Any demand returned to the Board of Education or the Board of Directors of the Los Angeles Public Library, with the objection of the City Auditor, shall again be considered by such Board, and if such demand be again approved, as required in the first instance, such objection of the City Auditor shall be thereby overruled.

## RULES AND REGULATIONS.

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### DUTIES OF THE SUPERINTENDENT.

1. The Superintendent shall be the executive officer of the Board of Education, and shall have a general supervision of all the public schools of the city. It shall be his duty:
2. To comply with all the provisions of section 75 of the City Charter.
3. To make and enforce such regulations as he may deem conducive to the best interests of the schools, subject to the approval of and not in conflict with the general rules of the Board.
4. To visit each of the schools of the city as often as his other duties will permit, and give attention to organization, discipline and instruction. To direct the teachers from time to time to make such changes, not contrary to adopted rules, as shall seem best calculated to give greater efficiency to the schools.
5. To call such teachers' meetings, general or special, as he may deem necessary for the purpose of giving instruction or direction to the teachers in the discharge of their duties, for the discussion of methods of teaching and systems of school government, and to secure uniformity in grade work and in discipline of the schools.
6. To see that the school registers are properly kept and reports made by the teachers and principals with care, neatness and uniformity.
7. To keep himself informed in regard to the school systems of other cities, their plan of organization, modes of government, methods of instruction, and such other matters as may assist the Board to legislate wisely for the highest interests of the schools, and for this purpose to exchange reports with other school boards.
8. To fill all vacancies occasioned by the temporary absence of regular teachers from the list of regularly elected substitutes and to make such other temporary arrangements relative to the schools as he may deem proper, and report the same to the Board at its next meeting.
9. To prescribe the rules for the semi-annual promotions and to direct such special examinations as he may deem proper.





SECOND STREET SCHOOL

10. To devise a system of blanks for reports and instruct the teachers in the proper mode of using them. These blanks shall be used to keep parents informed of the attendance, scholarship and deportment of their children, and to secure the co-operation of parents with teachers.

11. To suspend from school any pupil whose conduct or character is such as to injure the reputation of the school, or whose parents wilfully neglect or refuse to co-operate with the Superintendent or teachers in carrying out the regulations of the schools; or encourage their children to violate the regulations of the schools, and to report his action to the Board at their next meeting.

12. To keep regular office hours every week-day, and give due notice thereof to teachers and the public, and to perform such other duties as may be required by the Board of Education.

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#### DEPUTY SUPERINTENDENT.

13. The Deputy shall act under the general direction of the Superintendent, and in the absence of the latter shall keep the office hours, and perform the usual official duties of the Superintendent.

14. He shall devote his time exclusively to the duties of his office, and it shall be his duty to visit schools and to ascertain by frequent oral examinations the condition of the schools.

15. It shall be his duty to observe carefully the methods of teaching and discipline pursued by teachers. He shall give advice and assistance to teachers, and shall in their presence, exemplify before their schools the best methods of teaching.

16. He shall, as often as required, present to the Superintendent a written report of the efficiency of the teachers and the condition of the schools that have been visited by him, and all such reports shall be preserved in the office of the Superintendent for the use of the Board.

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#### SECRETARY.

17. The Secretary shall have charge of the records of the Board and all papers directed to be placed on file; he shall keep a full and accurate record of the proceedings of the Board, and an index of the same; he shall collect all rents and other moneys due to the department, keep an accurate account of the same in a regular cash book and immediately pay all moneys into the treasury and take the treasurer's receipt for the same; he shall keep a full and accurate account of all the receipts and expenditures of the Board.

18. He shall furnish a yearly report of the receipts and expenditures of the Board and such other statistics as may be required for the "Annual Report of the Board of Education."

19. He shall conduct the correspondence of the Board and notify all members of special meetings and adjourned meetings; he shall also notify the teachers and janitors of their appointment, assignment and dismissal, and shall transmit copies of all votes, resolutions and documents, which are to be sent to the members of the Board, to the teachers and other employees of the Board. He shall also, at each regular meeting of the Board, furnish to the President a list of reports due, and all items of unfinished business in the order of their appearance upon the minutes.

20. He shall also sign all demands approved by the Board, and all records of the meetings of the Board, and such other papers requiring the same. He shall keep regular office hours, to wit: 8 to 12 A. M. and 1 to 5 P. M., and perform such office duties as are required by this Board, the City Charter, or the law.

#### CLERK OF SUPPLIES.

21. The Board shall annually appoint a Clerk of Supplies, whose duty shall be to attend to the receipt and disbursement of all supplies, etc., under the direction of the office of the Secretary of the Board. He shall give a bond of \$1000 for the faithful performance of his duties.

#### PRINCIPALS.

##### *Rules of the State Board of Education.*

22. Principals shall be held responsible for the general management and discipline of their schools and the studies pursued, and the assistant teachers shall follow their directions and co-operate with them, not only during school hours, but during the time when the pupils are on the school premises, before and after school and during recesses.

23. Assistants shall be held responsible for the studies, order and discipline of their own rooms, under the general direction of the Principals.

24. Principals shall prescribe such rules for the use of yards, basements and outbuildings connected with the school house, as shall insure their being kept in a neat and proper condition, and shall examine them as often as necessary for such purpose. They shall be held responsible for any want of neatness or cleanliness about their school premises.

PRINCIPALS.

*Rules of the City Board of Education.*

25. It shall be the duty of the Principals to enforce the Rules and Regulations of the Board of Education in the schools of their respective buildings, to carry out the directions and suggestions of the Superintendent and in every way to aid in the conduct of the schools.

26. To superintend the janitors in the discharge of their duties, require them to do their duty promptly and well, and to report cases of failure, neglect or incompetency to the Superintendent.

27. To keep a record of the absence and tardiness of assistant teachers and make it a part of their monthly report to the Superintendent. They shall also report the failure of any teacher under their supervision to carry out the rules and regulations established for the guidance of teachers.

28. To visit the schools of their buildings, to advise, assist and encourage the teachers in their work. They shall endeavor to correct objectionable methods of discipline or instruction, and shall deem it their duty to report such as may be persisted in by any teacher. In the performance of their duties they shall exemplify the work of every class or grade under their charge by teaching each subject before the pupils and teachers as often as practicable.

29. To examine and classify, under the direction of the Superintendent, all pupils admitted without cards of promotion. They shall in no case admit pupils from any other districts of the city without a written permit from the Superintendent, and must not admit non-resident pupils without payment of one month's tuition in advance, which shall be paid to the Superintendent, who shall pay the same to the Secretary of the Board, and file receipt therefor.

30. To allow no advertisement to be read to, or distributed among the pupils of any school premises. (The term premises, wherever used in these rules, to include land to the center of any and all streets bounding school property.) To allow no advertisement to be posted upon the fences or walls of any school buildings under their supervision, nor permit any agent or other person to enter any school or school premises at any time for the purpose of exhibiting, either to pupils or teachers, any article whatever, or to announce any public entertainment.

31. To be present at 8:30 A. M., to remain upon the school premises until the close of the school. Pupils may enter the grounds at this hour, and shall not loiter about and annoy neighbors or people passing by, by accosting them, or indulge in noisy play.



32. To temporarily suspend pupils from school for persistent disobedience, vulgarity or truancy, or for such other offences as in their judgment can best be met and corrected in this way. They shall at once notify in writing—giving reasons—the parents or guardians, and the Superintendent. The Superintendent shall give the matter his attention, and if the suspension be confirmed, fix the time it is to hold.

33. To send requisitions for supplies to the office of the Superintendent at the close of each school month, and see that the teachers are provided with the necessary articles. They shall make, upon blanks furnished them for the purpose, monthly reports of their schools to the Superintendent, who shall keep such reports on file in his office. They shall also make an Annual Report, and furnish such other information to the Superintendent as he may, from time to time, require, or as they may think proper to communicate.

34. To see that all clocks belonging to the building are properly regulated by the city time, and have teachers conform to this standard in making their record of attendance, both for themselves and for their pupils.

35. To deliver, at the close of the school year, the registers and keys of their respective buildings, at the office of the Superintendent, together with a list of school property in their possession, accounting for such as may have been removed or injured.

#### ASSISTANT TEACHERS.

##### *Rules of the State Board of Education.*

36. Teachers are required to be present at their respective school rooms, and to open them for the admission of pupils at *fifteen minutes before* the time prescribed for commencing schools, and to observe punctually the hours for opening and closing school.

37. Teachers are particularly enjoined to devote their time faithfully to a vigilant and watchful care over the conduct and habits of the pupils *during the time of relaxation and play*, before and after school, and during the recesses, both in the school buildings and on the playgrounds.

38. It is expected that the teachers will exercise a general inspection over the conduct of scholars going and returning from school. They shall exert their influence to prevent all quarreling and disagreement, all rude and noisy behavior in the streets, all vulgar and profane language, all improper games, and all disrespect to citizens and strangers.

39. Teachers shall give vigilant attention to the *ventilation and temperature* of their school rooms. At each recess the windows and doors shall be opened for the purpose of changing the atmosphere of the room. Teachers are required to exercise reasonable supervision over the text-books of the pupils, to inspect the same from time to time, and to prevent their defacement or wanton destruction.

40. Teachers shall enter in the school register in the order of their application, the names of all those applying for admission to the school after the prescribed number has been received. Such applicants should be admitted to seats whenever a vacancy occurs in any class for which they have been found duly qualified, in the order of their registration.

41. Teachers are authorized to *require excuses* from parents or guardians of pupils, either in person or by written note, in all cases of *absence or tardiness*, or for dismissal before the close of the school.

42. The books used and the studies pursued shall be *such and such only* as may be authorized by the local Board of Education, and no teacher shall advise or require any of the pupils to purchase for use in the schools any book not contained in the list of books directed and authorized to be used in the schools.

43. It shall be the duty of the teachers of the schools to read to the pupils, from time to time, as much of the school regulations as apply to them, that they may have a clear understanding of the rules by which they are governed.

44. In all the primary schools, exercises in free calisthenics and vocal and *breathing exercises* shall be given at least twice a day, from three to five minutes for each exercise.

45. Teachers shall endeavor to make themselves acquainted with parents and guardians in order to secure their aid and co-operation, and to better understand the temperaments, characteristics and wants of children.

46. Teachers shall examine the lessons of their various classes, and make such special preparations upon them, if necessary, as not to be constantly confined to the text-book, and instruct all their pupils without partiality, in those branches of school studies which their various classes may be pursuing. In all their intercourse with their scholars, they are required to strive to impress on their minds, both by precept and example, the great importance of continued efforts for improvement in morals, manners and deportment, as well as in useful learning.

47. Teachers should explain each new lesson assigned, if necessary, by familiar remarks and illustrations, that every pupil may

know, before he is sent to his seat, what he is expected to do at the next recitation, and how it is to be done.

48. Teachers should only use the text-book for occasional reference, and should not permit it to be taken to the recitation, to be referred to by the pupils, except in cases of such exercises as absolutely require it. They should assign many questions of their own preparing, involving an application of what the pupils have learned, to the business of life.

49. Teachers should endeavor to arouse and fix the attention of the whole class, and to occupy and bring into action as many of the faculties of their pupils as possible. They should never proceed with the recitation without the attention of the whole class, nor go around the class with recitation always in the same order, or in regular rotation.

50. Teachers should at all times exhibit proper animation themselves, manifesting a lively interest in the subject taught; avoid all heavy, plodding movements, all formal routine in teaching, lest the pupil be dull and drowsy, and imbibe the notion that he studies only to recite.

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#### ASSISTANT TEACHERS.

##### *Rules of the City Board of Education.*

51. It shall be the duty of teachers to look after the conduct of the pupils while in the school room; to care for the furniture, apparatus, etc., in their respective rooms; and co-operate with the principal in the preservation of the buildings, fences and all other school property.

52. To refer new pupils to the Principal for examination and classification, and when so classified to record their names in the general register, with all the data called for in the register.

53. To promptly notify parents or guardians of the absence or tardiness of pupils and give a special notice, either in person or by note, of such as are habitually troublesome or are especially poor in their studies. They are expected to exercise all due patience and make every reasonable effort in individual cases before asking to have a pupil suspended for misconduct or placed in a lower grade for failure in studies.

54. To send to parents or guardians, on cards furnished for the purpose, a report of the attendance, deportment and scholarship of each pupil for each period from the second to the twelfth grades inclusive.

55. To avoid, as far as possible, the practice of detaining pupils; to avoid scolding and all harsh and passionate expressions to or in the presence of their pupils; they are reminded that the best disciplinarians are those who govern themselves and secure good order by gentle influences. To avoid corporal punishment when obedience can be obtained by milder measures. In administering corporal punishment they must avoid striking the head or hands, using a switch or light strap in such a manner as not to inflict bruises or lasting marks, and must have at least one teacher as witness to such punishment and report at once to the Superintendent such punishment. They may refer all incorrigible cases to the Principal.

56. To attend all general and special meetings called by the Superintendent. *Only such excuses as would justify absence from regular school duties will be considered or accepted.* To make monthly reports to the Principal upon the blanks provided for that purpose.

57. To dismiss their schools promptly at all times when the signal is given by the Principal, and to see that their pupils leave the school premises in the evening before they themselves depart.

58. The regular teacher of any room shall not be absent from the room during the exercises of special teachers, but shall co-operate in the preservation of order and discipline, and shall enforce the observance of instructions given by special teachers.

59. It shall be the duty of the regular teachers to make themselves proficient, practically, as well as theoretically, in such branches as are taught in the schools.

#### SUBSTITUTE TEACHERS.

60. In case of necessary absence of regular teachers they shall promptly notify the Superintendent, who shall supply a substitute. The list of substitute teachers shall be designated by the Board of Education, and in no case must other persons be placed in charge of schools.

61. Substitutes shall receive the full pay of the regular teachers, whose places they fill, and shall be paid at the end of the school month in which the service was rendered.

#### SPECIAL TEACHERS.

62. Special teachers shall, at the request of the Superintendent, meet the teachers for the purpose of giving them instruction in the branches of which such special teachers have charge.

63. They shall visit regularly and impartially the several departments in which they are employed to teach, and make written reports of the progress of their work to the Superintendent as often as he may request. At the beginning of each week they shall transmit to the Superintendent of Schools a programme of visitations, to be made by them during the week, and at the close of each month they shall report in detail the visits made.

### PUPILS.

#### *Rules of the State Board of Education.*

64. No pupil shall be detained in school during the intermission at noon, and a pupil detained at any recess shall be permitted to go out immediately thereafter. All pupils except those detained for punishment shall be required to pass out of the school room at recess, unless it would occasion an exposure of health.

65. No person shall be allowed to retain connection with any public school unless furnished with books, slates and other utensils required to be used in the class to which he belongs; *provided*, that no pupil shall be excluded for such cause unless the parent or guardian shall have been furnished by the teacher with a list of books or articles needed and one week shall have elapsed after such notice without the pupil obtaining said books. Books may be furnished to indigent children by the Trustees, at the expense of the district, whenever the teacher shall have certified in writing that the pupil applying is unable to furnish such books.

66. Any pupil who shall in any way cut or otherwise injure any school house, or injure any fences, trees or outbuildings to any of the school estate, or shall write any profane or obscene language, or make any obscene pictures or characters on the school premises, shall be liable to expulsion, suspension or other punishment, according to the nature of the offense. The teacher may suspend a pupil temporarily for such offense, and shall notify the Trustees of said action. Pupils shall not be allowed to remain in any of the rooms that are provided with improved styles of furniture, except in the presence of a teacher or a monitor, who is made especially responsible for the care of the seats and desks. All damage done to school property by any of the pupils shall be repaired at the expense of the party committing the trespass. Within one week of any damage to school property teachers shall notify the Trustees, or be held personally responsible.

67. All pupils who go to the school without proper attention having been given to personal cleanliness or neatness of dress shall be





SLOYD CLASS SPRING STREET BUILDING

sent home to be properly prepared for school or shall be required to properly prepare themselves for the school room before entering. Every school room shall be supplied with a wash basin, soap and towels.

68. No pupil affected with any contagious disease shall be allowed to remain in any of the public schools.

69. Every pupil is expected to attend school punctually and regularly; to conform to the regulations of the school, and to obey promptly all the directions of the teacher; to observe good order and propriety of deportment; to be diligent in study, respectful to teachers, and kind and obliging to school-mates; to refrain entirely from the use of profane or vulgar language, and to be clean and neat in person and clothing.

70. Continued wilful disobedience or open defiance of the authority of the teacher constitutes good cause for expulsion from school, and habitual profanity and vulgarity good cause for suspension from school.

71. Pupils are required in all cases of absence, to bring, on their return to school, an excuse written from their parents or guardians, assigning good and sufficient reasons for such absence.

72. All pupils who have fallen behind in their grade by absence or irregularity of attendance, by indolence or inattention, shall be placed in the grade below, at the discretion of the teacher.

73. No pupil shall be permitted to leave school at recess, or at any other time before the regular hour for closing school, except in case of sickness, or on written request of parent or guardian.

74. Any scholar who shall be absent one week without giving notice to the teacher, shall lose all claim to his particular desk for the remainder of the term, and shall not be considered a member of the school.

75. Each scholar shall have a particular desk, and shall keep it and the floor beneath it in a neat and orderly condition.

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## PUPILS.

### *Rules of the City Board of Education.*

76. All children between six and twenty-one years of age, of actual residents of Los Angeles city, shall be admitted free to all the public schools, except to the kindergartens; all children between four and a half and six years of age shall be admitted free to the public



kindergarten schools. The children of non-residents shall not be received, except upon the payment of a tuition fee, as fixed by the Board of Education.

77. Non-resident pupils may be admitted on the following terms: 9th to 12th grades, inclusive, \$5 per month; 6th to 8th, inclusive, \$3 per month; under 6th grade, \$2 per month; tuition to be paid in advance to the principal. But in no case must non-resident pupils be received to the exclusion of those whose homes are in the city.

78. All pupils, except those of the kindergartens and Normal Model must attend school in the district in which they live, unless they have a written permit from the Superintendent to attend another school. The permission shall be given only for the purpose of relieving crowded schools, or for other good reasons satisfactory to the Superintendent.

79. Every pupil in whose family any contagious disease is known to prevail, shall, on returning to school, present a certificate from the Health Officer, stating that the proper precautions have been taken, and that no risk will be incurred in receiving the bearer into school.

80. Every pupil who shall be absent three half-days without excuse from the parent or guardian, given either in person or by written note, satisfying the teacher that the absence was caused by his own sickness, or by sickness in the family, or some urgent cause, rendering attendance impossible, or to avoid exposure of health, shall be suspended from school, until satisfactory assurance is given to the principal, by the parent or guardian, that the pupil will be more punctual in the future. In the application of this rule, two unexcused tardinesses or leaving school without permission, shall be counted as one half-day's absence.

81. No pupil, after having entered one school, shall be admitted into another school the same scholastic year, without a certificate of honorable discharge from the former school, or without a transfer from the principal, when the pupil has changed his residence to another district.

82. Wilful disobedience, habitual truancy, vulgarity, profanity, stealing, or carrying deadly or dangerous weapons, shall constitute good cause for suspension or expulsion from school.

83. Pupils shall be liable to suspension if their parents create a disturbance in school, or censure, abuse, or insult any teacher before his class, or on the school premises.

84. Any pupil who uses tobacco in any form on the school premises shall be liable to expulsion.

85. During rainstorms or otherwise exceptionally bad weather, pupils shall be allowed to enter their rooms as soon as they come in the morning, and to remain during intermission. At such times, teachers must see that their pupils do not engage in boisterous play, but may allow them to play parlor games, singing, calisthenics, etc.

86. Pupils who are not in their seats at the time for opening school shall be marked tardy.

87. Pupils shall not be absent a part of the day for the purpose of receiving instruction elsewhere, except by special permission of the Superintendent, recommended by the teacher and principal, and only very urgent reasons will be deemed satisfactory.

#### DUTIES OF JANITORS.

88. It shall be the duty of the Superintendent of School Buildings and Repairs to attend all regular meetings of the Board, and special meetings, when so notified.

89. To exercise special supervision over all janitors of buildings.

90. To report at regular meetings of the Board all needed repairs of school property.

91. To deliver the monthly school supplies to all school buildings.

92. To keep in good repair all school buildings, water closets, coal houses, sheds, fences, walks, trees and grounds.

93. To make, at the close of each school year, an inventory of all school property under his charge, accounting for any then missing which was invoiced the previous year.

94. Janitors of buildings shall report for duty to principals at the hour for the opening and closing of schools, except in small schools, where special arrangements may be made. In the High School and Spring Street School, and such other large schools as may be designated by the Board, they shall devote their whole time to the duties of their position. They shall keep school buildings, furniture, yards and outbuildings neat and clean; disinfect all water closets once per week, build fires, open and close school buildings and gates, and see that all windows, shutters, doors and gates are securely closed when the schools are not in session.

95. They shall sweep every school room every day after school, and dust them every morning before school, and wash windows, floors and other wood work as often as directed by the principal. They shall guard all property on the premises, promptly make such repairs

as they are able to make, and report to the Superintendent of School Buildings and Repairs, all other repairs needed.

96. They shall be subject to the order of the Superintendent of School Buildings, Principals and Superintendent; they shall not assume or exercise any authority over pupils except by special order, but shall report to the principal any violation of the school regulations on the part of the scholars that comes under their notice.

#### MISCELLANEOUS.

97. No school building shall be used for other than school purposes.

98. For the purpose of promotions the school year shall be divided into two equal parts, called Semesters. For the purpose of written reports to parents, it shall be divided into four equal parts, called Periods. Promotions shall take place at the end of each Semester, and be determined by the teacher and principal.

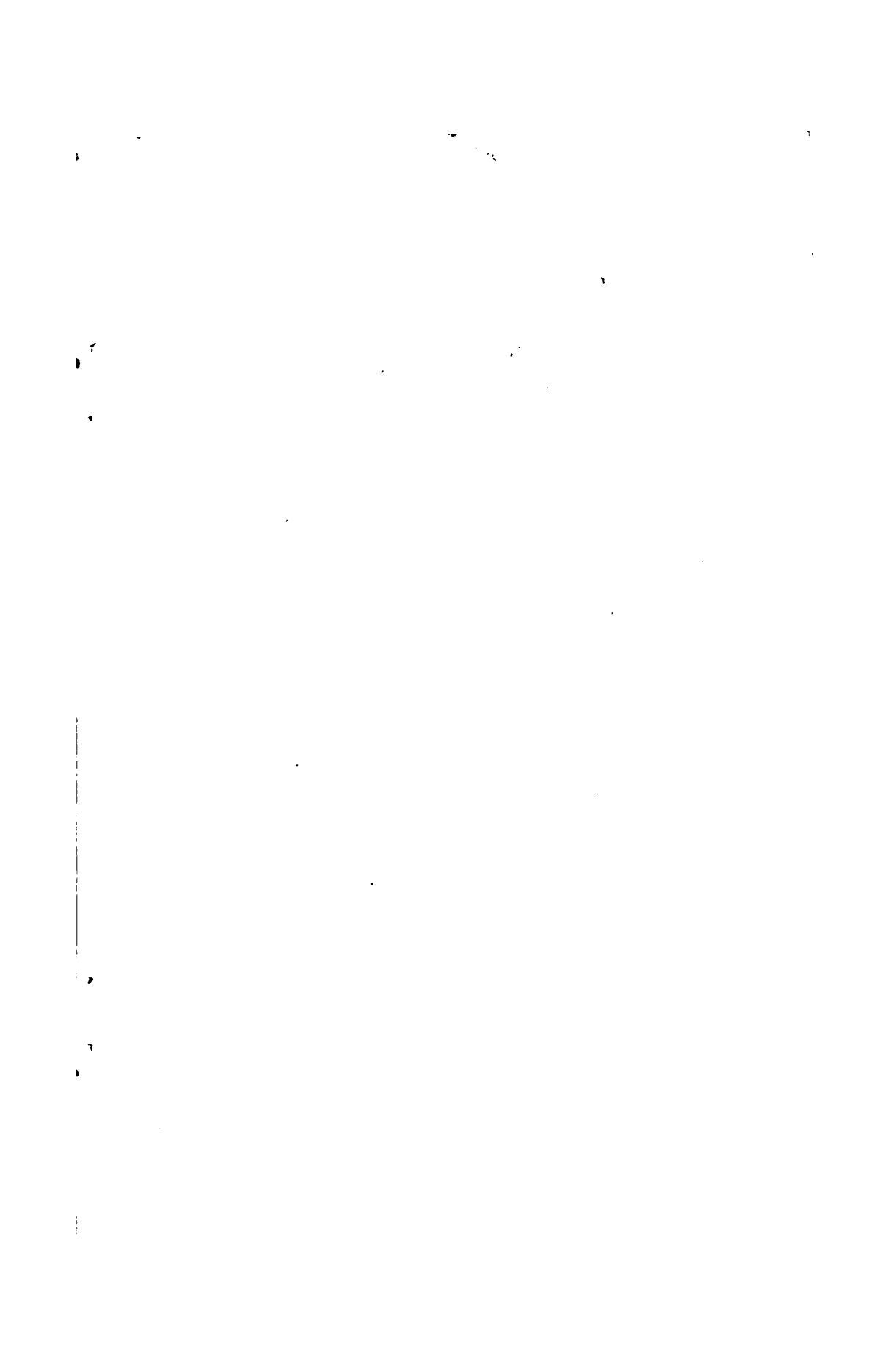
99. The dates for beginning or closing any school year or vacation shall be fixed by special order of the Board of Education.

100. The regular holidays shall be the first Monday in September, the 9th of September, the 22d of February, the 30th of May, every day in which an election is held throughout the State, and all Thanksgiving days authorized by the State or general government. When the 9th of September, the 22d of February or the 30th of May fall upon Sunday, the Monday following shall be a holiday.

101. The hours of tuition and study throughout the year shall be from 9 o'clock A. M. to 12 o'clock M., with fifteen minutes recess, from 10:30 to 10:45 A. M.; and from 1 to 3 P. M. The first, second and third grades shall be dismissed at 2 and all other grades at 3 P. M. In the High School the hours shall be from 9 to 11:50 o'clock A. M. and from 12:40 to 3 o'clock P. M.

102. There shall be a monthly fire drill in every building of more than one room, to be conducted by the Principal or Superintendent. Pupils shall leave the building without wraps at signal of two bells; with wraps at signal of three bells.

103. The Deputy Superintendent, Superintendent of School Buildings and Repairs, and his assistant shall be elected at the first regular meeting in June, and the teachers at the first regular meeting in July.



SLIGHT CLASS ANN STREET BUILDING



104. All complaints against teachers or other employés of the School Department must be made in writing and verified, and shall be addressed to the Secretary of the Board of Education.

105. Teachers shall not award prizes or give any presents to any pupil or pupils. Neither shall teachers receive any presents of any kind from their pupils. Contributions for any purpose shall not be permitted in any school except contributions for a flag and for such other purposes as shall meet with the sanction and approval of the Superintendent of Schools and the committee on Rules and Regulations.

106. Children between the ages of  $4\frac{1}{2}$  and 6 years, may attend the Kindergartens. Kindergarten Schools of two teachers should not have more than 45 pupils; nor more than 65 pupils for three teachers. Preference shall be given to children between 5 and 6 years of age.

107. Pupils in the Night Schools must be at least ten years of age; and shall not attend any public day school. They shall be subject as nearly as possible, to the same rules and regulations as the pupils of the day schools.

108. The Superintendent of Schools may select a visiting day for each school, once a year, when the Principal and teachers shall be required to spend the school hours visiting other schools of the city, as shall be designated by the Superintendent. They shall send within one week thereafter, to the Superintendent, a detailed report of the visits made, including the time spent in each school, and the work observed.

109. Applicants for positions as teachers must apply in person, and present a written application, which must be accompanied by evidence of a legal certificate.

110. No person shall be eligible to a position as teacher, who cannot present satisfactory evidence of at least one year's successful experience in teaching, except graduates of Normal Schools who are recommended by Principals of Normal, Normal Model and the Head of the Pedagogical Department of said schools; also graduates of Universities who have High School Certificates.

# Certification of Teachers.

LOS ANGELES COUNTY, CAL.

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## UPON EXAMINATION.

The examination of applicants for teachers' certificates shall be held semi-annually beginning in June and December of each year.

### REGULATIONS.

1. Each applicant must be present at the beginning of the examination, and before entering upon the work must pay to the Secretary of the Board a fee of two dollars.

2. All applicants must begin each subject at the same time, and until a subject is finished, no applicant shall be allowed to have a text-book in his or her possession, nor shall any applicant leave the room or communicate with any person without special permission from some member of the Board. Any violation of this rule shall be good cause for dismissal from the examination.

3. At the beginning of the examination the applicants shall be numbered, and they shall endorse their papers with these numbers and the name of the subject, and all entries in the record book shall be made on these numbers only. The names of the applicants shall not be entered in the record book until the close of the examinations, but shall, together with the numbers and postoffice addresses, be written at the beginning of the examination upon cards, which cards shall be kept in a sealed envelope until the standings are all made out.

4. No member of the Board shall communicate to any person the standing of any applicant on any subject until the standings are completed. The numbers of those who fail on the test studies shall be announced as soon as determined.

5. Arithmetic, grammar and composition, and orthography shall be the test studies. Applicants who fail to obtain an average of 70 per cent. in these studies, or who shall fall below 60 per cent. in any one of them, shall be excluded from further examination.

6. The subjects for examination, and the standards of credits, shall be as follows:

FOR PRIMARY CERTIFICATES.

	<i>Credits.</i>
1. Arithmetic .....	100
2. Grammar and Composition. ....	100
3. Orthography .....	100
4. Geography .....	50
5. U. S. History .....	50
6. Word Analysis and Defining .....	50
7. Physiology .....	50
8. Penmanship .....	50
9. Industrial Drawing .....	50
10. Vocal Music .....	50
11. Methods of Teaching .....	50
12. Civil Government .....	50
13. Reading .....	50
14. Elements of Bookkeeping .....	25
15. School Law .....	25
Total. ....	850

GRAMMAR GRADE CERTIFICATES.

	<i>Credits.</i>
1. Elementary Geometry .....	50
2. Literature .....	50
3. Algebra to Quadratics. ....	50
4. General History .....	50
5. Psychology and Principles of Education. ....	50
6. Physics .....	50
7. Botany .....	50
8. Zoology .....	50
9. Rhetoric .....	50
Total. ....	450

FOR HIGH SCHOOL CERTIFICATES.

	<i>Credits.</i>
1. Algebra .....	50
2. Latin, or English (Subject 14, University of California) .....	50
3. Geology .....	50
4. Geometry .....	50
5. Chemistry .....	50
6. Astronomy .....	50
7. Plane Trigonometry .....	50
Total. ....	350



7. A Primary Certificate may be granted to any applicant receiving an average of not less than 80 per cent. upon the primary subjects; provided the applicant is 18 years of age, and is a person of good moral character.

8. A Grammar Grade Certificate may be granted to any applicant holding or entitled to receive, a Primary Certificate of this county, who shall obtain an average of 80 per cent. in an examination upon the Grammar Grade subjects; provided the applicant is 18 years of age, and is a person of good moral character.

9. A High School Certificate may be granted to any applicant holding, or entitled to receive, a Grammar Grade Certificate of this county, who shall obtain an average of 80 per cent. in an examination upon the High School subjects; provided the applicant is 18 years of age, is a person of good moral character, and has taught successfully for at least one year.

10. A Special Certificate to teach Music, Drawing, Penmanship, Bookkeeping, Elocution, Sloyd, Biology, and Languages other than English may be granted to any applicant upon examination or credentials.

Such examinations shall be held only at the June and December sittings of the Board, and a minimum of 85 per cent. must be obtained.

A request for such examination must be filed with the Secretary of the Board at least ten days before the examination is to be given.

11. No person under 18 years of age shall be allowed to write the examination.

12. No person who has not taught successfully one year shall be allowed to write the High School examination.

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#### UPON CREDENTIALS.

1. The Board may grant, without examination, a Primary or Grammar Grade Certificate to the holder of a Life Diploma, a California, Nevada or Oregon State Educational Diploma, a California State Normal School Diploma, a San Francisco Normal Class Diploma, when recommended by the city Superintendent of Public Instruction; a California State University Diploma, when recommended by the Faculty of the University; and a State Normal School Diploma of any other State; *provided*, that a grammar grade certificate shall not be granted unless the course of study of such other State Normal School shall show an amount of work done equivalent to that required by the State Normal Schools of California.

2. The Board may, without examination, grant a Primary Certificate to the holder of a valid Grammar Grade or High School Certificate issued upon examination in any other county of this State; also a Grammar Grade Certificate to the holder of a valid Grammar Grade or High School Certificate issued in like manner, provided said certificate shows an average standing of 85 per cent. on all the subjects required for a Grammar Grade Certificate in this county; provided further, that the applicant in each case shall bring a satisfactory recommendation from the Superintendent or Board of Education whence he or she comes.

3. The Board may, without examination, grant a High School Certificate to the holder of a California State University Diploma, when recommended by the Faculty of the University; or to a graduate of any other institution in the United States, which the State Board of Education of this State shall have recommended as being of the same rank as the State University of California, when the diploma of graduation from said institution shall be accompanied by a recommendation from the Faculty thereof, showing that the holder of the diploma has had academic and professional training equivalent to that required by the State University. The general conditions on which such recommendations may be accepted by the County Board of Education, as fulfilling these requirements, have been prescribed by the State Board of Education, and are as follows:

*Resolved*, That the City and County Boards of Education, in accepting recommendations of applicants for High School Certificates, under the provisions of Section 1775 of the Political Code, from Universities and Colleges recognized by the State Board of Education under the provisions of said section, must be governed by the following rules:

1. The recommendation must be issued by the Faculty of the institution from which the applicant graduated, and must be signed by the President and Secretary of the Faculty, and have the seal of the institution attached.

2. Such recommendation must clearly set forth the amount of professional training which the applicant has had in the institution by which he is recommended.

3. The amount of such professional training must in no case be less than that required by the University of the State of California, as specified in the Register thereof.

4. It shall be the duty of the City and County Superintendents to provide and keep in their respective offices the latest edition of the Register of the University of California, for the use of the members of their respective Boards.

5. No Board of Education shall consider the application of any party applying for a High School Certificate under the provisions of Sections 1775 of the Political Code, as amended March 23, 1893, relative to institutions recognized by the State Board of Education, unless said applicant is a graduate of the institution recommending, and has had professional training equivalent to that required in the Pedagogical Department of the University of California.

6. No Board shall consider applications presented by parties who are not residents of the State of California; and provided further that the applicant presents satisfactory evidence of having taught successfully for two years.

#### UPON CALIFORNIA NORMAL SCHOOL DIPLOMAS.

1503. *First*—The Board of Trustees of each State Normal School, upon the recommendation of the faculty, may issue to those pupils who worthily complete the full course of study and training prescribed, a diploma of graduation.

*Second*—Said diploma shall entitle the holder thereof to a Grammar Grade Certificate from any city, city and county, or county Board of Education in the State.

*Third*—Whenever any city, city and county, or county Board of Education shall present to the State Board of Education a recommendation showing that the holder of a Normal School Diploma has had a successful experience of two years in the public schools of this State subsequent to the granting of such diploma, the State Board of Education shall grant to the holder thereof a document signed by the President and Secretary of the State Board showing such fact. The said diploma, accompanied by said document of the State Board attached thereto, shall become a permanent certificate of qualification to teach in any primary or grammar school in the state, valid until such time as the diploma may be revoked, as prescribed in subdivision thirteen of section fourteen hundred and eighty-nine of this Code.

#### EDUCATIONAL DIPLOMAS.

Educational Diplomas may be issued to such persons as have held for one year, and who still hold a valid city, city and county, or county Certificate of the Grammar Grade. The applicant for such diploma must present evidence of having taught successfully for at least five years, twenty-one months of which must have been in the public schools of California. The five years experience in teaching must represent at least thirty-five months, extending over five calendar years.

### LIFE DIPLOMAS.

Life Diplomas are of two grades, Grammar and High School, and except as provided in section one thousand five hundred and three of this Code, such diplomas may be issued only to such persons as have held for one year, and who still hold, a valid city, city and county, or county certificate corresponding in grade to the grade of the diploma applied for, and who shall furnish satisfactory evidence of having had a successful experience in teaching of at least ten years. Every application must be accompanied to the State Board of Education by a certified copy of a resolution adopted by at least a four-fifths vote of all the members composing a city or county Board of Education, recommending that the diploma be granted, and also by an affidavit of the applicant specifically setting forth the places in which and the dates between which said applicant has taught and that said applicant has taught a part of each year of the required time. The ten years need not be consecutive years; but the aggregate experience must be at least seventy months, and cover ten calendar years.

Applicants for the Life Diploma of the lower grade must have taught twenty-one months in this State; for the Life Diploma of the High School Grade, the applicant must have had at least twenty-four months successful experience as teacher in the University of California, a California Normal School or a High School established under the laws of California.

No recommendation for a Life Diploma will be given unless the applicant files with the Secretary of the Board a written application, with credentials showing that he has taught successfully the whole time required by law. Applications for such diplomas must be accompanied by a fee of two dollars.

### TEMPORARY CERTIFICATES.

The Secretary of the Board is authorized to issue a temporary certificate in accordance with subdivision 7 of section 1543, of the School Law, and he is directed to report the same to the Board at the next regular meeting.

### RENEWALS.

The Secretary may, at his discretion, renew certificates which would expire between the sessions of the Board, subject to its approval at the next regular meeting. No certificate which has expired can be renewed.

Applications for certificates upon credentials, and for renewals, must be in writing, and accompanied by the necessary fee of two dollars.

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### KINDERGARTEN.

In order to obtain a Kindergarten Certificate, a person must be the holder of a valid Primary Certificate of this County, or present credentials showing education equivalent to that acquired by completing the course of study prescribed for High Schools in California.

In addition to the above a person must have had at least two years professional training in kindergarten work. Two years of kindergarten teaching may be substituted for one year of professional training.

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Below is given a list of the institutions recognized by the State Board of Education as equivalent, in course of study, to the University of California. Graduates from these Universities may receive certificates on the same basis as graduates of the University of California:

1. Leland Stanford Jr. University.
2. University of Michigan.
3. Cornell University, New York.
4. Brown University, Rhode Island.
5. State University of Iowa.
6. Yale University, Connecticut.
7. John Hopkins University, Maryland.
8. University of Wisconsin.
9. Harvard University, Massachusetts.

## In Memoriam.

During the year, the hand of death has been upon us, and one of our noblest teachers has passed from labor to the rest beyond.

DIED—January 23, 1897, Los Angeles, California.

### MISS ROSE EVALENA SUMMERS,

Was born in Rochester, Oakland county, Michigan, June 20, 1866. She received her early education in the public schools of Utica, in that state, graduating from the High School at the age of fifteen years. She at once began teaching in an isolated district, but meagerly supplied with what are now esteemed essential accessories of the school room, but the difficulties and embarrassments of her undertaking conspired to develop those characteristics of womanly courage, self-reliance, independence, and tact, which were so conspicuously displayed in her later career as an educator.

After three years of teaching in the public schools, she herself again became a student, matriculating at the well-known college at Grinnell, Iowa. Here her work was of a high order, attested as well by the records as by the voluntary testimonials of members of the faculty.

Miss Summers had been connected with the schools of Los Angeles for two years, and in many ways had proven herself a model teacher. She was ever ambitious, painstaking, patient and persevering, thoroughly conscientious in the pursuit of her mission, never content with mediocre achievements, but always seeking higher ideals. A distinguishing characteristic was her innate love of children, a quality which, recognized, appreciated and reciprocated by those in her charge, inspired respect and softened discipline. Thoroughly unselfish, ever thoughtful of the feelings and considerate of the opinions of others; a friend faithful and tried, she was a clear type of noble Christian womanhood, whose untimely demise cannot but be regarded in the light of a distinct loss to family and friends, to society, and to the cause of education.

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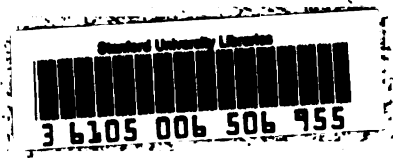












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